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Abstract

The period of this study extended from August, 1968, through June, 1969. New York University provided a study team to refine the methodology to be used in the study, to collect and treat relevant data, and to prepare this final report containing findings and recommendations. The library systems provided data on existing programs for the disadvantaged. The purposes of the study were 1) to evaluate existing outreach programs for the disadvantaged; 2) to determine, portray and summarize the personality characteristics in cognitive style of the disadvantaged population that should be viewed in the planning of library or educational projects or programs; 3) to summarize and present demographic data on the unique characteristics of the depressed areas of each city included in the study; and 4) to derive realistic recommendations that can be implemented. The report includes findings and recommendations, a philosophical position on community control of the library, characteristics of the disadvantaged group the library strives to reach, and separate discussions of the situations in Buffalo, Rochester, and Syracuse. Appendix I describes grants to the three systems under Title I of the Library Services and Construction Act. Appendix II presents data on users and non-users of libraries in three systems. (Author/CC)

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A STUDY OF LIBRARY SERVICES FOR THE DISADVANTAGED
IN
BUFFALO, ROCHESTER, AND SYRACUSE

Project Director
Virgil A. Clift

The Center for Field Research and School Services
School of Education
New York University

June, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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September 11, 1969

Miss Jean L. Connor, Director
Division of Library Development
The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

Dear Miss Connor:

In fulfillment of an agreement dated August 15, 1968 between the New York State Education Department and the Center for Field Research and School Services, I am pleased to submit eight hundred copies of a report entitled, *A Study of Library Services for the Disadvantaged in Buffalo, Rochester, and Syracuse*.

The New York State Education Department deserves commendation for establishing a cooperative relationship which made it possible to complete this significant study. Undoubtedly, the study findings will prove useful to many educational agencies and communities throughout the United States. The professional staffs and community leaders were most cooperative in providing data, offering counsel, and facilitating the study in general. The spirit of good will which prevailed during the study augurs well for an effective follow through on its implications.

Obviously, all recommendations in this report are not equally viable. Final decisions, moreover, are always the prerogative of constituted authority rather than of a consulting team, regardless of the latter's expertise. This report will serve its purpose best if it is studied and discussed by all who are concerned with library services for the disadvantaged in New York and elsewhere. To this end, the Study Director and his team are prepared to assist with the presentation and interpretation of the report.

New York University and its Center for Field Research and School Services look forward to a continued association with the State of New York in this important research endeavor.

Respectfully submitted,

ARNOLD SPINNER
Director

PREFACE

The major thrust of this study was to collect information on the library outreach programs in Buffalo, Rochester, and Syracuse. Until recently, libraries have made few efforts to serve those segments of the population with meager educational backgrounds. Outreach programs for those who are not book-oriented are novel and innovative to the extent that reports on them should be of service to librarians and others who feel a commitment to help the less fortunate members of our society to enrich their lives and to live more abundantly.

Buffalo, Rochester, and Syracuse are thought to have many similarities, but close examination reveals sharp and striking differences. Their outreach programs are different, and should be. Therefore, we caution the reader of this report to keep in mind that this is not a comparative study; it is not intended that the library programs in these cities be compared.

The outreach programs that have been supported by the Federal Library and Construction Act have generated many ideas that have had a "ripple effect." We have made a special effort to present in this report significant ideas we feel should be taken into account in future plans and programs. Some of these ideas are certain to have a profound influence on the future of the library as an institution, and on other institutions in our society as well.

Virgil A. Clift

New York City
June, 1969

THE STUDY TEAM

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INTRODUCTION

The Center for Field Research and School Services, School of Education, New York University, conducted this study of library services and programs for the disadvantaged in Buffalo, Rochester, and Syracuse. This study was conducted for the Division of Library Development, New York State Library, State Education Department, Albany, New York.

The period of the study extended from August, 1968, through June, 1969.

It was the responsibility of New York University to provide a study team to refine the methodology to be used in the study, to collect and treat relevant data, and to prepare the final report containing findings and recommendations. The library systems (Buffalo, Rochester, and Syracuse) provided data on existing programs for the disadvantaged. Their cooperation and assistance have been received in facilitating the study team's efforts in observations of projects; in introducing members of the study team to community leaders, people in the target population, leaders of organizations now cooperating in library projects or who might in the future cooperate, etc.; and in making available reports and other information needed.

The general philosophical framework within which this study was made can be found in the following sources:

1. Poverty, Prejudice, and the Public Library, by Dr. Ewald B. Nyquist, Deputy Commissioner of Education, the State Education Department, Albany. This lecture was delivered at the 32nd annual conference sponsored by the Graduate Library School of the University of Chicago, at the university's Center for Continuing Education, August 2, 1967. The theme of the conference was "The Public Library in the Urban Setting."
2. Neighborhood Library Centers and Services. A study by the National Book Committee for the Office of Economic Activity, 1967.
3. The Ripple Effect: Patterns of Library Service to the Unserved, as Seen from the State Level, by Miss Jean L. Conner, Director, Division of Library Development, New York State Library, State Education Department. This lecture was given at the University of Wisconsin, Milwaukee, Wisconsin on November 18, 1967, at the Library Conference on "Serving the Unserved."
4. The New York State Plan Under the Services Title, Federal Library Services and Construction Act for 1967-68. This document contains excellent guidelines for system-initiated project grants, and project objectives.
5. The New York State Annual Program Statement, Title I, etc., June 21, 1968.

The study team agrees with the fundamental ideas presented in these five sources as they relate to the problems and needs of the disadvantaged, the proper role of the library in servicing this group, and the types of programs and projects needed.

PURPOSES OF THE STUDY

The major purposes of this study were:

1. To evaluate existing outreach programs for the disadvantaged. How effective have these programs been in achieving the purposes for which they were established? What have been the most effective parts of the programs? What different programs should be provided for different subcultures within the disadvantaged groups?
2. To determine, portray, and summarize the personality characteristics in cognitive style of the disadvantaged population that should be viewed in the planning of library or educational projects or programs.
3. To summarize and present demographic data on the unique characteristics of the depressed areas of each city included in the study. What are the social, economic, cultural, political, and other demographic features of the depressed area that should be taken into account by those designing library projects?
4. To derive realistic recommendations that can be implemented.

OUTLINE OF THE STUDY

1. The libraries prepared statements on their programs and indicated how they thought programs were succeeding. They listed what they regarded as significant recommendations to be achieved in the future.
2. Most of the data have been collected through observations, interviews, conferences, and from reports. Projects and activities were observed. Interviews and conferences revealed qualitative information on these.
3. Sociologists and other competent professionals in each of the cities studied, collected, and organized demographic data.
4. Interviews and questionnaires were used to get information from library users and non-users on what they considered to be useful and needed library programs.
5. Wherever possible, community leaders and others have been interviewed to get opinions and information on the effectiveness of library programs and activities.

II. FINDINGS AND RECOMMENDATIONS

A. General Statement
B. General Recommendations
C. Recommendations for Adult and Children's Services
D. Specific Recommendations for:
  1. Rochester
  2. Buffalo
  3. Syracuse
E. Suggestions and Recommendations from Interested Citizens and Community Leaders

GENERAL STATEMENT

A reexamination of the place of the public library in the community appears to be imperative as many public library systems explore and experiment with ways of reaching and helping urban ghetto populations. New directions and new functions should be carefully studied before any radical changes are made.

The concern of public libraries today to reach the disadvantaged population is based on two premises: 1) It should serve all people and its existence as a tax-supported institution is justified to the extent that it does this 2) It should provide opportunities for inner city residents to develop their potential through use of the library.

Coexistent with these premises has been the further idea that the library is the one public service institution found in most communities which could assume active responsibility, either on its own or in cooperation with other community agencies, for programs designed to alleviate many of the deficiencies in ghetto life. For example, employment training, guidance and counseling, reading instruction for adults, etc., have been suggested by community leaders as activities for which public libraries should assume responsibility. In fact, some libraries are now actively engaged in such programs. Although these suggestions reflect community respect for the library as a continuing, ubiquitous, and established service institution, the acceptance of these suggestions implies a fundamental departure of the library from its traditional role.

It may be that the library, because of its unique position as an existing community institution, should be the agency to assume these

This would require entirely different staffing, organizational structure, and probably very different physical structures. Libraries have always been educational institutions, serving recreational and informational needs. The task now is to redefine the library's role so that it can be more responsive to today's needs.

GENERAL RECOMMENDATIONS

While a new definition of the role of the public library is being formulated, libraries should attempt to broaden their traditional role and should explore new ways of meeting the needs of inner city residents. The residents of urban ghetto areas are not traditional library users. The library must attract the non-user into the library so that he may see for himself what it is and does, and then must encourage him to continue to use it. In order to implement these goals, the following are recommended:

1) Administration

   a) Library boards should be representative of the entire community and should include members from all segments of the population.

   b) Any large library system seriously interested in serving the entire community should have a person on its administrative staff whose full time is devoted to determining needs, translating them into programs, and selling the library to all segments of the community.

2) Staff

Staffing libraries in an Inner City area is a problem. The average white middle class librarian does not understand the needs of the ghetto population. Even if there were an adequate supply of properly qualified professionals, few libraries could afford to expand greatly their staffs to any great extent. Additional means of staffing and of improving staffing should be explored. Some possibilities include:

   a) Branch library directors who are not librarians but who possess other appropriate qualifications. In some instances other qualifications may be more important than professional library training.

b) In-service training, conducted by properly qualified persons, for a carefully selected group of librarians to help them cope with the unique problems and needs of minority groups.*

c) Library Assistants: College graduates whose interest in people and ability to work in a ghetto community qualify them.

d) Library Technicians: Holders of two-year community or junior college diplomas, who have been drawn from inner city areas and have received some library training. Such supplementary instruction is increasingly available. Provision must be made for this title in Civil Service Codes. Career ladders which lead to better positions must be established.

e) Library Aides: Part-time workers from the community who receive in-service training. Civil Service codes must be revised to include them and to establish adequate pay.

f) Specialists: Where libraries have embarked on programs involving training, counseling, teaching, etc., persons with appropriate training and experience should be hired on a full- or part-time basis to carry out the programs.

3) Facilities

While splendid buildings are desirable, all library buildings need not be monuments to civic pride, since accessibility is the essential factor, and ranks far beyond architecture, aesthetics, comfort, space, and other considerations. There should also be an increase of vest-pocket libraries, neighborhood collections serving small areas of population and housed in projects, store fronts, etc.--wherever they are convenient and easily accessible. They can be overt demonstrations of the intent of the library to reach everyone. Absolute mobility, as represented by bookmobiles, is supplemental to local libraries, and should also be used to the utmost.

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*cf.: Haring, Norris G., and others. Attitudes of Educators Toward Exceptional Children. Syracuse University Press, 1958. A report of research and testing done because of the increasing placement of exceptional children in regular classrooms. A series of supportive workshops were instrumental in modifying attitudes toward greater acceptance.

Accessibility refers also to the hours open as well as to location. Although staffing libraries during evenings and weekends could be a problem, strong consideration should be given to keeping libraries open at times most convenient to users.

4) Collections

a) Both the contents of the branches and their arrangement must be carefully studied and considered. Books, like buildings, need not be permanent. Some holdings should be considered expendable. A great emphasis should be placed on paperbacks and magazines; these may be cheap but should be attractive to all readers, especially to those who are reluctant to use the library.

b) Non-print collections should be greatly expanded. Tapes and records containing music, historical events, and general information should be available for circulation. Films and filmstrips--collections of informational value should also be expanded.

c) Collections should be arranged for maximum accessibility. Everything should be easy to find and items of intense interest should be even more readily available. Since most people dislike revealing ignorance by asking questions, specific colloquial signs should clearly direct and guide users. (All signs using "library jargon" - "Dewey," "500--Applied Science"--should be held to a minimum.)

d) There should be enough materials, facilities, and resources to avoid a bare appearance, but not so much that users may be overwhelmed.

e) Materials must be chosen to reflect local needs and interests. Inappropriate and outdated titles should be discarded. Notions of building library collections of "permanent value" should be restricted to the main library and abandoned in branches. Emphasis should be on the here and now, and as much on adult interests as on children's. There is need for materials on economic and vocational improvement, consumer education, health, family life, for information on community resources, black heritage collections, and for those in foreign languages, etc.

f) Photocopy machines should be available, preferably at no cost to the user. These might pay for themselves by curtailing pilferage.

5) Schools

The public library cannot replace or substitute for the school library. All communities lacking school libraries should work toward their establishment. Educational programs for adults as well as children should be the responsibility of the schools. The library can, however, supplement programs by the schools, and should work with the schools to develop long-range policy. Such services as providing study areas for school children or a location where non-library staff (for example, university students) could tutor children after school would be appropriate.

6) Community Support and Control

Firmly ingrained in our culture is the concept of the library as a public service institution which serves and belongs to all people. It is therefore fitting to invite the financial support of affluent groups, such as local industries and businesses, as well as active participation by the non-affluent. In most instances the former have been library users; the latter have not. The library must work with all people and with all established groups to enlist every kind of support.

Although organizations known as "Friends of the Library" often exist merely as special fund raisers, many such groups could be established in communities and neighborhoods, to act in an advisory capacity. They could improve two-way communication and, besides being able to offer ideas to the library for better service, could help interpret the community to the library and the library to the community.

What is essential is that the community have responsibility for the neighborhood library. Only when a local advisory group feels that it has influence on the library, its collections, its hours, etc., will it truly belong to the people it serves. White middle classes have always controlled their libraries. It is they who are represented on library boards and staffs. Other segments of the population must have the same opportunities and privilieges. They must be helped to assume responsibilities that are expected in their support of this and other institutions.

7) Programs and Services

Active work with existing community groups is essential. Many organizations and agencies welcome direct cooperation and support from the library. The library staff can serve as resource people and consultants.

While experimentation and flexibility are necessary and desirable, emphasis should be placed on programs and services which have a potential for permanence and continuity. An excess of failures is as bad for the community as it is for the library.

Examples of successful programs and activities are presented in the sections of this report which deal with programs and activities for Buffalo, Rochester and Syracuse. Some of these can be replicated or emulated by other cities. It is not the purpose of this report to recommend specific programs and activities. Each library will have to determine its priorities in terms of community needs, resources and personnel available, and then make determinations about programs and activities.

8) Public Relations

By using media which reach the inner city community, there should be publicity about what the library is, the material it has, the availability of its services, location of its branches, the procedures for securing and using library cards, etc.

Library programs, projects, and special activities should be published in all media, and the same media should be used to give recognition to those who have participated in programs or gained distinction in Library activities. Recognition of participants has a special appeal for inner city residents.

In addition, everyone who represents the library, not just the professional librarians, must take advantage of every opportunity to sell the library and its resources.

9) Evaluation

Future planning should be based on the reports and evaluations of all areas of library activity. While some things can never be measured, and some measurements (such as circulation) have questionable validity, means must be devised for determining the successes or failures of library activities in relation to stated goals.

(Many of the significant contributions of outreach programs studied could not be reported here because reports and evaluations were not available.)

RECOMMENDATIONS FOR CHILDREN'S SERVICES

The urban public library attempts to serve the undereducated and the culturally disadvantaged community through a variety of useful library projects, library materials, and other tempting library services. Some of these services are intended for children who may use the library's children's rooms.

Based on a study of some of these library programs, the following recommendations are being offered to implement library materials and services, especially those that are appropriate for children's rooms in the main and branch libraries in urban areas. These recommendations will be classified under the headings: 1) The Library (general services), 2) The Library (children's rooms), 3) Children's Books (general classification), 4) Children's Books (specific categories -- urban stories), and 5) Storytelling Approaches.

1. The Library (general services)

Traditionally, the library has served its public chiefly by providing reading and other visual materials needed by those who used the library facilities. Obviously, this public understood the function of the library and its services, and had little difficulty in using its facilities. Disadvantaged communities, on the other hand, cannot be serviced by the library in the same traditional sense. First of all, the public may be composed of individuals who may not know the purposes of the library, nor the services it offers them within the community.

It may also be a question of literacy that hinders their use of the library and its different services. Most of the disadvantaged individuals feel that the library is mainly for reading and has no other facilities of use to them. It is therefore recommended that:

> The library conduct orientation programs in the library itself as well as in the disadvantaged communities. Sometimes popular meeting places may be suitable for the library orientation sessions. These places may include local church or school buildings, private homes, libraries, etc.

But before an effective orientation program can be launched, the needs and interests of the disadvantaged in the community must be determined. For instance, there may be members of a community who are undereducated to the extent that they find great difficulty performing certain simple tasks that have become quite routine and commonplace in the workaday world. These tasks include:

1. Preparation of forms required for licenses, registrations, permits, insurances, etc.
2. Preparation of postal forms, money orders, fines, etc.
3. Preparation of employment application forms, vitae sheets, reference letters, unemployment claims, income tax, hospitalization and welfare material.

Members of the community must become aware that the library is more than just a place where one reads or borrows books. They need to be oriented to use the various other services of the library in their culturally deprived neighborhoods. This means, of course, that the main and/or branch libraries serving the undereducated and culturally deprived community should digress from the traditional methods of operation and introduce programs, services, and personnel in accordance with the needs and interests of the community. This means the following facilities and personnel should be readily accessible at the library building itself and that some of these services also may be carried over to the ghetto residents who may never frequent the library building. Some of these facilities may include:

1. The initiation of a respected member of the community to serve as a coordinator responsible for organizing, planning, and directing the unconventional services and personnel of the library.
2. The launching of a public relations program to present to the undereducated, in particular,

the kinds of facilities and services the library affords.

3. Also, the presentation to the community members information about the facilities and personnel of other agencies, social services, etc.; working in slum areas and low income neighborhoods where children live.

4. The education of the adults to help their children become familiar with the library and its services by encouraging attendance during story hour, by familiarizing them with easy-to-read materials, by pointing out with pride the readily available collections of minority group stories, pictures, informational material, etc.

5. The launching of programs by the library personnel who can engage outstanding community leaders as guest speakers to the ghetto area.

6. The launching of programs on the problems of youth. These discussions can tie in with the books that deal honestly with the problems confronted by young people today.

2. The Library (children's rooms)

The children's room in the library should be the most attractive room in the building. Consonant with the world of children, the children's room should reflect the imagination and charm that will appeal to young readers and lure them to the library.

Standard library specifications, along with meeting the physical needs of a children's room, should insure safety, proper ventilation, and lighting. Comfortable furniture scaled to varying size groups of children must be placed in the room so as to avoid congestion and to afford a roominess that provides for certain uncontrolled, wide-spreading movements of children in general, especially those from ghetto areas where children have been deprived of furniture and any knowledge of how to handle it properly. And because of their culturally deprived backgrounds the children using the children's room of the library need to find themselves in an environment that is warmly comforting as well as inviting. Highly refined environments detailed with very precious, esoteric objects tend to restrain rather than free ghetto children to explore and to use the library materials. More home-like objects such as rag rugs, sprigged calico, stuffed toys, etc., are more sensible than high-priced dainty, delicate, breakable artifacts that have customarily graced the interiors of some children's rooms.

This is not to say, however, that examples of fine art or books need not be on display in the children's room. On the contrary, pictures and objects of genuine artistic merit and relevance should be exhibited around the room, but not within tempting reach. Ghetto children especially need to be exposed to quality materials and derive enrichment from them, but if these materials alienate rather than reach the children, then the purposes of these artifacts, no matter how rare, are destroyed.

It is here recommended that children's rooms frequently rotate exhibits, pictures, and other realia and replace used works with fresh, new materials that can sustain children's interest. But these materials should possess distinct artistic quality that will appeal and communicate to children and will add to the excitement of visiting a library as well as to their experience.

It is also recommended that a certain coziness be created by the surroundings and the general climate of the children's room. Personnel, too, should endeavor to radiate a measure of warmth and encouragement toward hesitant and reluctant young readers who manifest signs of suspicion regarding the library and library personnel.

With regard to fines, penalties, and other punitive measures resulting from overdue books, noise in the reading room, or any one of the usual offenses that beset library users, the following are recommended:

1. A more unorthodox approach with ghetto children particularly.
2. A more relaxed attitude toward overdue books, damages, etc., in an attempt to avoid discouraging children from using the library services.
3. A very simple application form designed for use by children from undereducated communities.
4. An avoidance of the standard borrower's card that is often lost, mutilated, or misused by ghetto children not properly oriented to use of library materials.

The library materials, on the other hand, need to be within the range, or at least within easy access, of the children who either come to the library or have materials brought to them.

To facilitate using the library materials, however, the following recommendations may be found useful:

1. Popular, easy-to-read, minority-group stories should be on open shelves in a cozy corner of the reading room which should be made inviting and easy to use.
2. Picture books, such as alphabets, number concept books, nursery rhymes, Negro heritage stories, and certain other books specifically

used in grade schools, should be grouped together and stacked in low-lying open shelves which children can reach.

3. Posters, signs, other visual aids may be set up near those more frequently used and more manageable materials so that children may be drawn to them and be able to read directions in diagram form.

4. For better readers, it is recommended that collections of folklore be included and grouped according to:
   a) the region having influenced the stories (example: Indian tales, Chinese myths, etc.)
   b) the reading difficulty levels within each group. (Such as easy-to-read tales, tales for intermediate grades, etc.)

5. Labels in large, clear type should be fastened to shelves no higher than the eye-level of children browsing in the reading room.

6. Many books set in large type should replace those with type that is uninviting to children with reading difficulties.

7. More books of a wordless nature whose story or information is communicated by pictures rather than by text to children should also be included in the collection. These should be grouped together rather than be classified alphabetically with other books of the library.

8. Severely damaged, unimaginative, or test-bookish works should be weeded out from the children's room; books should be freshly jacketed, shiny, and appealing to the young readers.

9. A group of books with high interest level and low reading difficulty should be placed within reach of the ghetto children who usually suffer from reading disorders. This group of books may have distinct appeal to more mature children who feel humiliated when given "baby books"

with simple language rather than books with themes commensurate with their emotional maturity.

3. Children's Books (general classification)

The rich variety found in the field of children's books should be reflected in the collections housed in the children's rooms and in the stacks. Choice selections of old and new books need to be used from each of the major divisions classifying children's books. These divisions may be termed:

Picture Books
Easy-to-Read Books
Picture Storybooks
Poetry and Verse
Folklore: (fairytales, folktales, fables, legends, myths, etc.)
Modern Fantasy
Historical Stories
Realistic Here-and-Now Stories
Informational Books: Science and Mathematics, Social Studies (history, biography, geography, etc.)
Hobbies and Crafts: (with particular emphasis on the do-it-yourself books, the books helpful in preparing forms, writing letters, making out applications, etc.)
The Fine Arts: (books that inspire as well as provide background material for young readers.) These may be selected from each of the following areas in the fine arts:
Music
Drama
Dance
Painting
Sculpture
Literature, etc.

Special care needs to be given to the collections so as to provide balance in the content. For example, there should be books for young readers. These may be selected from each of the following areas in the fine arts: Music, drama, dance, painting, sculpture, literature, etc.

(Special care needs to be given to the collections so as to provide balance in the content. For example, there should be books that stress the appreciation of the art form; those that give historical encouragement for the pursuit of the art forms as well.

Some of these books in dealing with their particular art form serve the purpose of career books that shift the emphasis for a young reader from his immediate surroundings to a projected future he may want to build for himself.)

Children's Books (specific categories--urban stories)

Because the population in many of the disadvantaged urban areas is comprised principally of blacks and Puerto Ricans, the collections in each of the major divisions of children's literature should include books representing these minorities and their culture.

For example, picture book collections can include stories and pictures portraying Negro children as well as children from varied cultural backgrounds. Poetry and verse collections should include familiar and new material selected from cultures of the disadvantaged population. Folklore, in the picture book format or in collections, should not exclude the time-honored stories rooted in the cultural backgrounds from which the young readers come. Even modern fantasy can express imagination, color, and vitality in the terms of the children from disadvantaged areas.

Historical stories, on the other hand, should flash back accounts drawn from the heritage backgrounds indigenous to the respective cultures.

Realistic, the here-and-now, stories should be reflectors of familiar and readily recognizable surroundings that provide glimpses of life as it is faithfully recreated in a book for young readers.

Affording a sense of immediacy, these books need to link their themes, settings, characters, etc., with times and environments immediately affecting children. The stories should also concern themselves with contemporary problems in here-and-now situations common to disadvantaged children in urban areas particularly.

Non-fictional materials should be selected to serve young readers in some very direct means and ways that provide suitable information and clear-cut directions the readers may be seeking. This does not imply that informational books of rich background materials should be excluded; instead, the informational collections could be made more relevant by *also* including books of necessary information pertinent to the needs of disadvantaged readers. An important criterion governing the selection of such material, however, should stress simplicity and clarity in the language as well as in the illustrations provided to amplify the text.

Storytelling Approaches

Even though most urban libraries have scheduled at least one "story hour" per week, their approaches to storytelling have not always been the most effective ones with disadvantaged children. In order to gain optimum results from time allotted to storytelling in urban libraries, the following recommendations are drawn up with disadvantaged, urban children in mind.

It is recommended that personnel other than the trained librarians read or tell stories to children when they come to the library for the "story hour." Some of these storytellers may be selected from the communities the libraries service.

Colorful characters, aged residents, folklore enthusiasts, local artists, and artisans -- all those who have demonstrated competency to read or tell a story and hold the interest of a young audience -- may be called upon.

It is also recommended that the neighborhood storytellers be selected by a person familiar with the neighborhood and the storytelling talent living there. He should also be aware of the type of story the reader or teller of tales is best suited for, since certain people feel more comfortable and inspired to work with a particular type of story or verse expressive of idioms and manner of phrasing characteristic of a specific region, period, and people whose storytelling art is being used. Also, it will be helpful to keep on hand a collection(s) of stories that:

1) lend themselves to oral reading
2) lend themselves to telling rather than reading
3) suit the talents and techniques of particular "story hour" participants who are "on call" by the library
4) are suited to the comprehension level of the audience
5) possess substantial amount of familiar materials that can tie the audience to the story line
6) dignify the commonplace without condescension
7) present characters and situations in credible terms without taxing the audience's power of inference
8) allow for involvement and identification that can captivate the audience

whose span of attention is readily broken if the material is irrelevant and outside the sphere of interest for disadvantaged children.

Conclusion

In agreement with the objectives of the STUDY OF LIBRARY SERVICES FOR THE DISADVANTAGED, this report has attempted to provide realistic recommendations that can be implemented in library systems that may use them. Some of these recommendations may be implemented in the very near future while others are long-range goals in which programs can be built regardless of sources of available support.

Since the objectives of this study were intended for libraries in urban areas, the recommendations provided aim to implement main and branch libraries, children's rooms in particular, of the cities reflecting changing social, economic, racial, educational, cultural, and other demographic features. The implementation of these recommendations, however, will not be the same for all the cities using them since each "ghetto" differs in potency, strength, cogency, and potential. But the general nature of the recommendations is basic enough so as to account for the variable and not be controlled by them.

SPECIFIC RECOMMENDATIONS

A. Buffalo

1) The North Jefferson branch should be replaced by a new facility in a similarly accessible location for inner city residents.
2) The Niagara branch should be rearranged so that there is a more comfortable atmosphere. The large amount of empty floor space makes it appear forbidding. The children's reference collection (now confined to the Compton's Encyclopedia) should be expanded or abandoned in favor of permitting children to use the adult reference books.
3) The Lookie Bookie is an excellent way of familiarizing inner city residents with books and the library. Thought should be given to expanding this program by at least two more units.
4) Much better coordination between the library and the Headstart program is necessary.
5) The pre-school and children's collections should be improved in each branch. There should be more books and games. There could be rugs on the floor (in the Niagara branch, expecially) so that children could sit on the floor to look at picture books.
6) There should be further decentralization of library services to improve accessibility. Collections or station libraries should be located so that books, material, and service would be within five blocks of all potential users.
7) The establishment of trailer libraries to provide more accessibility of library services should be seriously considered.
8) A Story Bus should be made available to take storytelling programs

directly into certain communities.

9) Circulating record collections should be established in the branches, and the possibility of circulating framed picture collections should be explored.

10) Photocopy machines should be made available in all libraries.

11) More titles in special areas, such as children's and black history collections, should be added. More audio-visual material should be made available in all libraries.

12) The position of library aide should be created and a training program established, to assure maximum participation of local residents.

13) More cultural enrichment activities, such as art exhibits, traveling museums, creative dramatics, etc., should be developed and coordinated with existing agencies.

14) A Western New York Library Model City Committee might be established to explore the availability of federal funds for implementation of "library other agency programs." The Buffalo and Erie County Public Library representative could be chairman of such a committee.

15) Free telephone service to the central library from public telephones could be provided. (This could possibly be worked out with the telephone company.)

16) On certain days of the week free transportation could be made available to persons wishing to use the library. The library card could serve as a pass.

17) More outdoor advertising (billboards, bumper stickers, etc.) would be helpful.

18) The creation of a Department of Work with the Disadvantaged might be

explored. The need for more community coordinators (staff) to allow for expansion of activities to include work with migrant laborers and other areas of concern in the county will necessitate a change.

19) More black staff members for Inner city branches, particularly the North Jefferson and Willert Park branches, are needed.

B. Rochester

1. Although local residents seem to be sentimental about the Main Library's children's room and the "secret door" into the story-telling room, it lacks the coziness and intimate atmosphere of the young adults' balcony hideaway. It could be made to be a warmer and more intimate room.
2. Following the lead of the Lincoln branch, the circulation desks in the branches should be moved or reduced in size so that they do not act as an impediment to entering the library.
3. Again, as in the Lincoln Branch, there should be more emphasis on tapes, records, filmstrips, films, etc.
4. Since the Monroe Branch appears to be effectively cut off from part of its potential population by the highway, consideration might be given to creating some small library collections in the area across the highway from Monroe.

5) Attention should be given to the needs of the migrant workers and their families.

6) There is a need to employ more black persons, particularly in the outreach programs. Well trained and highly qualified black people are needed at all levels.

7) More programs for young adults seem to be needed according to their expressed desires.

8) In some areas where branch libraries do not exist other available space might be utilized. In the Southwest District, some space might be available in public schools 2, 19, 3, 4, 29, and 37. In the Northeast District, space might be available in public schools 9, 14, 20, 26, and 36.

9) Some young people at the Monroe Community College have expressed an interest in becoming library aides. It seems possible that their services might be helpful if an inservice program could be provided for them, or if courses could be established at the college.

10) People from the community who have had some training beyond high school have expressed an interest in part-time library work if in-service training could be provided, and if employment classifications could be made attractive. If they are employed they should be committed to the program and like the people being served.

11) Small busses with books could tour neighborhoods to supplement library services. This service could be almost identical with the Lookie Bookie service in Buffalo.

12) The public library could cooperate with the Urban Education Center to develop satellite libraries in the Inner City in conjunction with evening and Saturday educational programs the Urban Center is developing.

13) Opportunities should be explored for developing library services at certain recreational centers; the Clinton Avenue Recreational Center seems to be a good example.

14) More bookmobiles are needed.

15. Interested citizens seem to think that the Ritter Clark Memorial Building should be used in part at least as a neighborhood library.

16. Inner city library branches are not located so as to serve the population best. Accessibility is a serious problem. For example, residents on the Inner City side of East High School do not have access to a library. The Winton Branch is available to residents east of the High School. Also, from the Darrell D. Sully Branch going toward the core of the city, not one facility is available. This and other large districts without facilities might well be served by using store fronts, church basements, playground facilities, etc., until the problem can be studied in greater depth and more adequate facilities provided. Similarly, the Genesee Community Center seems to be a good location for some library-type facility to serve the Puerto Rican and black populations in this area.

A number of young residents who would be expected to use the Arnette Branch do not do so because of the distance they live from this facility.

17) Few communities in the nation have studied as carefully and as systematically the need for outreach programs as has Rochester. The library in this city has tried to develop a comprehensive understanding of the communities and people to be served, of their problems, needs, etc. Needed now are large infusions of money and personnel to develop and implement programs known to be needed. It is our view that private and public sources have a social and civic responsibility to provide funds to support outreach programs because their long range self-interests can and will be served through these programs.

18) Members of the staff at the main library and in certain branches need sensitivity training which will better prepare them to deal with problems of the new population being served. It is difficult for staff persons to become involved with community problems and with the problems of people in the inner city without this training.

C. Syracuse

1. Because of the new school building plan now under consideration, the library has a unique opportunity to work with the schools to develop policies for future cooperation.
2. The experience at Dunbar may indicate that moving slowly can be effective. The improvement of the Dunbar is heartening. As much as possible Dunbar should assume responsibility for the library and its operation, with as little control from the library staff as is feasible.
3. Branch collections must be weeded vigorously. The overflow of volumes is unnecessary. There should be more magazines, more paperbacks. Books of interest to the local neighborhood must be added and placed in prominent locations.
4. The branches should form small high interest collections (as is done in the Main Library) with appropriate signs describing them in colloquial language. (By pure chance, in both Petit and Beauchamp, the books on dating and family living and the books on the Negro are in the furthest corner. This has happened no doubt because of the shelving system. Only a person knowing the Dewey Decimal system would know how to find these books.)
5. Consideration should be given to eliminating the locked shelves containing

certain expensive art books.

6. Personnel from the indigenous population will have to be selected, trained, and upgraded in library programs. Persons from minority groups must be found to work at various levels in the library programs.
7. Books and materials that are relevant to the needs and problems of the inner city population must be available in much larger quantities.
8. Audio-visual aids and equipment and other media must be made available in outreach programs.
9. A wide variety of programs can be planned for the various communities in Syracuse. Syracuse differs from Buffalo and Rochester to the extent that the library should attempt a study of the needs of the community, as was the case in Rochester, before launching extensive outreach programs.
10. The library staff in Syracuse needs to engage in long range planning with reference to: a) the location and program emphasis in branches and other facilities where outreach program will operate, b) the kinds of outreach programs and activities to be operated by the library and its branches, and those to be operated in cooperation with other community agencies or organizations, c) the kinds and amounts of personnel to be recruited and trained from the indigenous population to work at various levels in library programs, and d) the amount and sources of financial support for innovative programs.

OBSERVATIONS, OPINIONS, AND RECOMMENDATIONS OF COMMUNITY LEADERS, DIRECTORS OF AGENCIES, AND INTERESTED CITIZENS

During the early stages of this study it became apparent that there were many citizens and community leaders who had an interest in the efforts of the public libraries to meet the needs of the disadvantaged population. We began to observe that the library personnel connected with the outreach programs was highly respected. Important also was the fact that library programs had broad community support. There has not been a single instance where the libraries or outreach programs have been criticized. There have been suggestions and constructive recommendations, but not criticisms.

Therefore, the study team decided to interview selected civic leaders and those in charge of community agencies with the hope of getting opinions and recommendations on existing and projected library programs. Approximately twenty five persons were interviewed in each city. Persons interviewed represented such organizations as: Action for A Better Community, PEACE, FIGHT, Settlement Houses and Community Centers, Community Relations Office, Division of Vocational Rehabilitation, Family Court, Job Training Programs, Human Relations Commission, Manpower Training Center (NYSES), New York State Employment Service, Urban Leagues, Youth Board, etc. Also, many people were interviewed from the population being served by outreach programs.

Most opinions and suggestions clustered around four major areas:

1) Things they would like to see the public library do to help disadvantaged, low income, poverty, or black people.

2) Suggestions as to public, private, civic, and social agencies that need to operate programs with public library cooperation or support.

3) Suggestions and recommendations as to the kind of personnel needed in outreach programs.

4) Recommendations on the location and type of branch libraries needed to serve people in depressed areas.

The observations and recommendations would frequently require innovative approaches. In many instances, they would require a redefinition of the traditional role and function of the library and its branches. The opinions and recommendations presented here cannot all be implemented nor should they be. It was the thinking of the committee that they should be presented as a part of this report since they may be helpful as beginning points in cooperative planning in the future. On the other hand, it might be advisable to place into operation some of the recommendations immediately at certain branches.

Most of the suggestions presented are general in nature. Therefore, no attempt has been made to separate them for each city. The reader should keep in mind that in some few instances a suggestion or recommendation may not apply to all cities included in the study.

I. SUGGESTIONS FOR IMPROVING OUTREACH PROGRAMS

1. There is a need for a wide variety of diverse programs which cover the major problem areas of ghetto people: employment, housing, education, and the like.

2. The outreach programs of the library should be related to employment opportunities in the construction trades, especially, and in other forms of employment.

3. The library is in a unique position to sponsor pilot projects which relate to training programs which will lead to employment.

4. There should be programs which relate to sex education, illegitimacy, etc.

5. Programs on political education should be a function of the library.

6. There is a great need for a wider variety of films, film strips, recordings, tapes, and other audio-visual aid-type equipment and materials.

7. The library does not seem to meet the needs of three and four year olds to the extent that it does other age groups.

8. The library programs do not seem to be as well coordinated with the Head Start Programs as they might be. This is especially true as related to curriculum coordination.

9. Greater stress should be placed on motivational materials. Some of the printed materials in the drug store have more appeal to the disadvantaged population than many of the current things in the library.

10. Capitalize on the creativity demonstrated by people in the ghetto through such media as jazz, art, and other creative activities in which they engage.

11. Make the library more like the community center.

12. Recreation should be a definite part of the branch library programs.

13. Funds should be made available to publicize the library and its programs. Too many people do not know what the library has to offer, and how to use it.

14. Books and materials should be more directly related to the needs and problems of people.

15. Programs such as demonstrations, exhibits, films, and the like should help to bring more people into the library.

16. Libraries should have more and larger meeting rooms which could be used by both the young people and adults in the community.

17. The library should be a place where adults and young people could have their physical needs taken care of. For example, it should be a center where young people could receive vaccination, immunizations, physical examinations, and the like.

18. More books and materials are needed that relate directly to the problems of black people, black culture, the black heritage, and the problems that confront this group.

19. There should be an opportunity in the library for our young people to receive tutoring in areas that relate to their school work.

20. The library should be encouraged to create many of its own materials that can be shown in the form of films, film strips, printed materials and the like.

21. More extensive use should be made of paperbacks and other cheaper published materials.

22. Jazz collections and other materials related to the culture of the area are needed.

23. In some of the branches, not enough emphasis is placed on materials in the Spanish language and that relate to Spanish culture.

24. Universities or similar groups should be invited to hold conferences and meetings with poverty people as related to the possibilities of operating training programs and the like in libraries.

25. Materials in the libraries should be related to consumer education, and other economic problems of ghetto people.

26. Adult literacy programs could well be a part of the library program.

27. There should be programs in home making and for the young mother.

28. Programs should be more directly related to health and sanitation.

29. More emphasis should be placed on interracial materials, rather than on materials which do not help to resolve problems between the races.

30. There should be programs for mothers who bring their children for story telling hours and to similar activities which are designed specifically for young people.

31. A special effort should be made to make all people comfortable in the library. Many are shy and may not want to admit that they do not know how to use library materials or to profit by them.

32. The libraries are not open over a long enough period. They should remain open more evenings, and more days per week, and for a longer period of time each day in the week.

33. The library should sponsor integrated group discussion on issues, and problems which relate to race.

34. The library should sponsor programs which will help divergent groups to resolve their problems and issues, for example, gangs of young boys.

35. The library should be a center where classes are held in English, civil service, adult education, and the like.

36. The libraries should not be disturbed if the attendance has been small in any one of its programs.

37. There should be more emphasis on "do-it-yourself" programs.

38. There should be more emphasis on Sunday programs in the library and in its branches.

II. PROGRAMS AND ACTIVITIES OF THE LIBRARY AS RELATED TO COMMUNITY AGENCIES

1. Libraries should make every effort to cooperate with community agencies by supplying materials to them where needed to further their programs.

2. Many community agencies would welcome materials from the public libraries that would make their programs more effective.

3. Library people could provide a worthwhile resource in giving advice to people in agencies who are working on programs similar to those that the library sponsors.

4. Most agencies concerned with employment, housing, training, health, and so forth would welcome an opportunity to work with library personnel and to use the resources from the library.

5. Library personnel could render great assistance to those directing training programs because of the many instances where the teachers in the training programs are not acquainted with instructional materials as well as the people in the libraries.

6. Funds should be made available to the library to permit it to send out members of its staff to the various agencies to serve as consultants in planning, as well as consultants in helping to direct programs.

III. PERSONNEL PROBLEMS AS RELATED TO THE OUTREACH PROGRAMS OF THE LIBRARY

1. There should be a little different emphasis in the training for those people who are to go into ghetto areas and work with the disadvantaged population. Degrees in library science may not be as important as certain other factors and competencies that could be developed. Librarians need a new type of training which will equip them to meet the new problems which now confront the people we are trying to reach through the new innovative programs.
2. Library aides are urgently needed.
3. The civil service requirements for the employees are on many occasions too difficult and rigid to permit libraries to recruit, train, and upgrade desirable people to work with the disadvantaged in the branch libraries.
4. Programs for open housing, school desegregation, and other worthy efforts have failed largely due to the fact that people have not been properly trained to discharge necessary responsibilities. The library, it is hoped, will not make this mistake in its outreach programs. Involvement of people in the community is essential.
5. There is a need for sensitivity training on the part of librarians.
6. There is a need for an intermediary to make books real to the people in the ghetto. People are needed who will help the people in the ghetto to learn about the books in the library and how to use them.
7. There is a need for part-time aides and part-time outreach programs to go into the homes and to sell the library program in the various communities.
8. Pages and library aides should see a future in the work they are doing. This means there should be an opportunity for them to move up in library work to more substantial and more rewarding positions as they gain competence.
9. There is a need to give more scholarships in order that we may have more highly trained librarians to work in the areas under consideration.
10. Black talent will not be available at the present time for a great number of highly skilled jobs in the library. Therefore, it may be necessary to begin with unskilled and untrained people, giving them work-study opportunities, so that they may improve their employment status in library work as time goes on.
11. More persons are needed to serve as consultants two or three hours per day in the various agencies explaining to teachers and other workers in training programs and agencies what materials are available and in helping them to coordinate and enrich the programs that now operate.

12. More ghetto women should be encouraged to take part-time positions as aides and to work in other capacities in library programs.

13. There should be greater emphasis on providing Spanish-speaking people in the branches that serve a large population of Spanish-American people.

14. Agencies do not know what material is available in the library; therefore, it would be helpful to have someone going to the community to explain to the various agencies what the possibilities are in terms of materials and programs offered by the library.

15. Personnel should be available to keep the library informed and try to determine the needs of the community, and to determine what programs would be most popular with the community. It is recognized that this will require more funds and additional personnel; however, there seems to be wide community support for the idea.

IV. RECOMMENDATIONS CONCERNING THE LOCATION AND EMPHASIS IN THE LIBRARY AND LIBRARY BRANCHES

1. Much of the library's activities and many of its programs should be carried out in cooperation with agencies in the community. It is not necessary for the library to concentrate most of its outreach efforts in the main library and in the branches, but rather in the various agencies in the community that are operating programs for the target population.

2. The library could render very valuable service to most of the training programs that now offer programs and operate in the communities by locating both personnel and materials where these training services could use them.

3. The library is in a position to offer counseling services, advisement, guidance, in many areas which are now being neglected.

4. The library should become more mobile in character through such devices as the bookmobile, the "lookie-bookie," etc.

5. The library could branch out to such activities as plays, performances away from the branches, etc. Probably portable libraries could serve a very valuable need in many communities.

6. Many branch libraries can take over some of the load of both the school and the home more effectively than either of these institutions now are by helping young people to improve their reading skills, their speech skills, and improving social skills, at the library. Here, the emphasis should be on what people need and are interested in and on materials that will highly motivate them.

7. Other community agencies have too many limitations and too many specifications. Most community programs are limited to seventy-five or one hundred people. This is not so with the library. If the library had proper resources in finance and personnel, it could

provide for a much larger segment of the population than is the case.

8. There is a need for more library branches closer to the population than currently available.

9. Many of the library programs should be more directly related to the school, and should be located closer to the school.

10. Branch libraries need to be close to housing projects, probably located sometimes in them.

11. Libraries should be decentralized with the branches becoming more autonomous. They must be accessible to settlement houses and should not serve an area of more than a mile in diameter.

12. In some areas, a store front might make a better branch library than the type that is now in existence. In other areas, this would not be true. The locality should be surveyed to determine where and what type of branch is to be established.

13. There have been now enough pilot libraries and library projects. The time is now to move forward with action programs similar to these that have proven successful in many of the communities included in this study.

14. Libraries should provide a place where children can study after school and in the evenings. Many youngsters are unable to study at home, and should be encouraged to come to branch libraries, which should be so located that they will serve a large number of young people.

15. Libraries should involve people in the community in their establishment, their locations, and in the kinds of services that they provide. In this way, the community will have pride in it, and will make greater use of it.

INTERVIEWS OF USERS & NON-USERS OF THE PUBLIC LIBRARIES

Random samples of 100 library users and 100 non-users in each city, Buffalo, Rochester, and Syracuse, were interviewed. A brief interview schedule was developed to assess their familiarity with library and its resources.

Questions were also asked to determine ways in which the library could be of assistance to the users and non-users. A summary of the results follows.

Users - Interviews

The users who were interviewed tended to use the library quite frequently, approximately half of them using the library once a week or several times a month. Most come to take out books and to read. Many come to study, however. A relatively small number come for classes or meetings.

Fiction is the favorite type of book of the users. Non-fiction, do-it-yourself books, and social science and humanities books are quite popular also. Most of the users have been using the library for over four years and this tends to suggest that the user population is a fairly consistent one. Most of the users live 1-10 blocks from the library and practically all live within a mile of the branch. The median age of the users is between 21-30 years of age. The majority of the users are female.

When asked as to whether they found the library easy or hard to use, most of the users indicated that it was easy to use. A few wanted help in locating books and in learning to use the library better. Many of the users indicated that they would like more books added to the libraries' collections. They were particularly interested in having more books about black history and culture, and more reference and do-it-yourself type of books.

Non-users Interviews

Of the non-users of the library interviewed, over half have used the library in the past. Most of them know where the nearest branch of the library is. Again, most of the non-users know that they could read, take out books and study at the library. They are much less familiar with the availability of classes, records, and films at the library.

The favorite type of book of the non-users is fiction (over half preferred this category), social science and the humanities, periodicals, and non-fiction (all less than 20%). A few indicated that they did not or could not read. Most of the non-users said that they would go to the library to read or take out a book if they knew that the library had the type of book that they liked.

The median age of the non-users was between 21-30 years of age. Most of those interviewed were female, probably due to the fact that the interviews took place during the day in places such as stores, beauty shops, restaurants, barber shops, and other places along the main arteries of the inner city.

Many of the non-users felt that the library could be of help to them by assisting them to obtain library cards and teaching them to read better. Some hostility toward the library was reflected in the statements of some non-users who said that, "The library could do nothing for me!."

In general, the non-users seemed to be unaware of the many services that the library could provide for them.

III. A PHILOSOPHICAL POSITION ON COMMUNITY CONTROL OF THE LIBRARY

A PHILOSOPHICAL POSITION ON COMMUNITY CONTROL OF THE LIBRARY

This study was designed to help improve library services for the disadvantaged; more specifically, for the ghettoized poor in Rochester, Buffalo, and Syracuse. It adopted as its approach the evaluation of existent programs designed to provide library services for the poor and to identify areas of weakness or omissions in these programs; it attempted to describe the unique characteristics of the poor in urban areas in the hope of sensitizing those who would provide the poor with library services to those personal, social, and educational values that may make the poor different from others in their predispositions to use libraries and the ways in which they might use them. Demographic data are available to be used to further illuminate the specific library usage needs of the poor. From these observations may be drawn implications or recommendations for the planning of immediate and long range goals for library projects for the poor or disadvantaged.

All of this is appropriate, logical and conventional. There is little question that these steps will provide plausible directions for the planning of future libraries. It is a commonly used approach in institutional planning for the meeting of a variety of needs unique to the poor; in their economic needs, social needs and educational needs.

A limitation of this approach, however, is that it tends to perpetuate attitudes of paternalism ubiquitous to those who hope to alleviate the needs of the poor. This attitude is characterized by the tendency to plan for the poor, rather than to plan with the poor or to plan for programs that would encourage or enable the poor to plan for themselves. The consequences of this paternalism are further heightened by the way in which the poor or disadvantaged are described, when, for example, such characteristics as having little interest in reading, having short attention spans or being slow in cognitive functions are used to describe the poor without recognizing that in part these descriptions grow out of the perspectives of frustrated professionals who try unsuccessfully to influence, change or involve disadvantaged people with externally prescribed programs in which those served have little or no stake. It is no accident that the phrase "I want to do my own thing" is so prevalant among the disadvantaged today. This is not to deny that there are certain generalizations that reflect the character of low income ghettoized people with reasonable accuracy, but many of these generalizations can be viewed as irrelevant, harmful, even slanderous, particularly by those being described, unless they are cast in appropriate perspective.

It is likely that the objective of improving library usage by the residents of ghettos by improving the library services to them will obtain very limited success if these services are made available without consideration for the climate of apathy and powerlessness prevalant in the ghetto. There is a sense of detachment from the institutions that serve the people in the ghetto since their programs were provided externally, funded externally, designed externally and controlled externally by a professional staff and bureaucracy that has little direct responsibility toward, or contact with the people being served. Hence, on the part of the ghetto resident, there is rarely any sense of personal involvement with the services or opportunities that are available.

Monseignor Robert Fox, Director of the Spanish Community Action Program of the Catholic Archdioces of New York, has observed that it is futile to hope to obtain significant lasting gains through externally provided social and educational services to the disadvantaged as long as the people served are relegated to a recipient status only. Such services tend to become stopgap progams that really perpetuate the problems of the ghetto, as in the case of welfare; or are minimally effective as in the case of education. The Spanish Community Action Program uses as its point of departure the assumption that when a ghetto living area (in New York this may mean a city block or a segment of a street) is able to form a sense of community it will be able to define the kinds of institutional services it needs and will be able to organize itself to work toward achieving these goals. Rather than to focus immediately and directly upon such problems as police protection, garbage collection, and education, the strategy adopted by the Spanish Community Action Program has been to find techniques that would encourage the growth of dialogue between residents who rarely communicate with each other although they are immediate neighbors. It is assumed that the opening of communication between residents can engender a growing sense of community. It is further assumed that an important element in the development of community identification is to develop a sense of pride in that community.

Hence, community organizers focus the attention of the residents upon the potential of the neighborhood, on what is possible now for the improvement of human life. When the actions of people in the ghetto neighborhood are felt by the people themselves to have some possibility for changing their lives, this sense of "we can do things" and the dialogue it fosters coalesce into a feeling of community. It is when this feeling of community begins to burgeon and a sense of potency to effect change is felt, that a community is more likely to turn toward an examination of the traditional institutions that serve it or fail to, and to do so with the same level of critical capacity that is found among residents in non-ghetto communities.

The above is not written with a lack of awareness of how difficult the task of creating a sense of community can be in the ghetto. Daniel P. Moynihan in his study, Maximum Feasible Misunderstanding: Community Action in the War on Poverty, has pointed out the pitfalls only too well; perhaps also too pessimistically. It is also recognized that organized action by ghetto residents when it occurs is quickly interpreted as a threat by whatever segment of the establishment it attempts to affect, as was seen in the Ocean Hill-Brownsville school controversy; and that the threat is vigorously resisted by the establishment involved. Further, it is recognized that on occasion community action groups may move to excesses in their demands or expectations for the services institutions may provide, yet it would appear that these excesses can be risked in the hope of gaining increased maturity in expectations and in decision making as community groups obtain experience in the use of power.

It is therefore proposed that one approach that should be considered in an overall plan to provide library services for the urban disadvantaged is the use of community organization techniques to combat the debilitating effects of poverty through the development of library services. These techniques are now being developed and used in Head Start parent participation programs, in voter registration activities and in urban community organization at the inner city neighborhood level.

Obviously community organization would result in foci on broad fronts in urban life -- in developing school programs more responsive to the needs of people, for example. One of these could be the provision of library services. As was noted at the beginning of this section, improvement in library usage habits among ghetto residents will occur slowly in any case. If, however, the residents of a community have a central role in decision making, (not one that involves the mere patronizing tokenism of the appointment of a few safe minority group members to an establishment oriented library board) a greater feeling of power to influence and a more accurate reflection of the true wishes of the community can be achieved.

It is suggested here that if a man, a life-long resident of the ghetto, is able to point to a neighborhood library and say, "We decided what kind of a library it should be, we decided where it should be built, we decided on its design and what should be in it, we decided which programs it should provide and we made the recommendations about what kinds of people the librarians should be", then he is more likely to use that library, to urge his children to use it and to advertise it to his neighbors. When a ghetto resident can truly say "That's my library -- I helped to put it there!", the library will be able to meet its commitment to the inner city community.

IV. THE DISADVANTAGED GROUP THE LIBRARY STRIVES TO REACH

A. Characteristics
B. Implications for Librarians and Library Programs

CHARACTERISTICS OF THE DISADVANTAGED THE LIBRARY STRIVES TO REACH

Librarians, like other professionals, are likely to be able to perform their services to the disadvantaged better if they know something about the people whom they serve. In working with people from disadvantaged backgrounds, it is important for librarians to be aware of the special problems and handicaps that may make it difficult for the disadvantaged to use the services and facilities offered by the library. Librarians should also recognize the latent hostility and distrust toward them that the disadvantaged may feel. Librarians need to be able to understand the frustrations and humiliations the poor have experienced in dealing with the agencies from whom they seek services and help, from welfare, from the police, from hospitals, and other services, and they should realize that the hostility growing out of demeaning treatment may have been generalized to librarians as well. Librarians should understand that the poor have on most occasions met with failure in dealing with abstract and printed materials, the primary source and reinforcement of this failure occuring in school. Further, librarians need to realize that the attitudes the poor may have toward librarians may be based upon repeated negative experiences with other professional or authority figures such as teachers, social workers, hospital staffs, and the like. When librarians recognize dynamics such as these they can realistically, and competently help the deprived use the library as one resource to better their lives, librarians may be in a position to help others in a more compassionate manner. It is in the interest of developing this perspective about the characteristics of disadvantaged urban people, that this section is presented. Some notes of clarification must be made. The description of disadvantaged people can be a misleading and destructive process. Many of the characteristics of the disadvantaged are generalized from observations of their behaviors from the biased perspective of middle class behavior, in contexts or programs thrust upon the disadvantaged over which they have little or no control. Often these observations are made by frustrated, well-meaning professionals attempting ineffectually to influence the disadvantaged. By way of example, disadvantaged children are thought to be unable to concentrate on academic activities and to have short attention spans; this view has been developed primarily from observations of these children's behavior in schools. Often the school activities have little relevancy to these children, or are presented in ways that are incomprehensible to them. When, however, these children encounter situations with which they can identify, much of the validity of the generalization concerning attention span evaporates.

Hence, the characteristics presented below must be interpreted as being heavily situational, often true only at a superficial level of encounter and for many ghetto residents and their children, only partially true, or wrong.

A. Factors related to educational achievement and values having implications for developing library usage by the disadvantaged.

1. Disadvantaged children have school achievement difficulties and have frequently experienced failure in schools. This is particularly true in reading. This failure often produces behavior that appears to reflect lack of interest in reading or in other academic activities. Librarians can be sensitive to the possibility that it may take time and many successful

experiences for children to feel secure enough to trust their own abilities in library activities.

2. Due to failure in school or to the effects of social or personal privation, disadvantaged children seem to lack a long attention span or the ability to concentrate. Library programs can be planned with the need to alleviate this liability in mind.
3. Life in the ghetto and the stigma of membership in a minority or economically impoverished group can inculcate in people feelings of hopelessness, negative self-esteem or feelings of not being as "good" as other people. These feelings may be reflected in:
    a. Inability to focus sustained effort on individual advancement and reactions of lethargy, apathy, and submissiveness in situations that are difficult to master.
    b. Expression of open hostility toward authority figures who may have imposed, or could impose, constraints and punishments.
    c. Distrust of the motives of those who provide such services as counseling, job training, employment help, and other services. It is difficult for disadvantaged people to believe that librarians are really there to help them.

B. Factors of cognitive development.

The factors selected for presentation here are those that would appear to have particular relevancy to library workers.

1. Disadvantaged children may be arrested in their language development. It is important to recognize, however, that these limitations in language development are frequently ascribed on the basis of middle class standards and may not reflect fairly the actual language

competency of these children. Looked at in middle class terms, disadvantaged children seem to:

a. Have a more limited vocabulary.

b. Use less descriptive words.

c. Use shorter and less complex sentences.

d. Articulate unclearly making it difficult to understand their speech.

e. Have more difficulty in understanding when they are spoken to, particularly when complex sentences are used, when intonation patterns provide subtle shades of meaning, and when they have to decode extensive amounts of speech addressed to them at one time.

f. Are poor at following verbally presented directions.

g. Have difficulty in the skills of finding key words or ideas in verbal materials, and other skills that are crucial to such library activities as using card catalogues, using indices and in all types of library reference techniques.

2. Disadvantaged children and adults tend to have a more limited stock of knowledge, of the kind valued by the middle class, about the world around them. It is not uncommon for ghetto children to have never been more than a few blocks away from their immediate neighborhood leading to severely limited experience in their lives. This limitation greatly reduces the amount of meaning disadvantaged children can bring to the process of reading.

3. Disadvantaged children and adults may feel threatened and uncertain

in situations unfamiliar to them. Hence, they may be unable to respond; or they may be impulsive where they should be analytical; or they may be overcautious where they could afford to guess; or they may become frozen into concrete approaches to problems where abstract ones are called for; or they may be unable to organize their thoughts in such a way they can be used or recalled at a later time.

C. Factors of personality development.

1. Ghettoized life has as one of its effects isolation of the affected group from the majority groups of society. One consequence of this isolation is the formation of values different from the majority group. Therefore:
    a. It is often more difficult for the disadvantaged to consistently gain status and recognition from peers for academic achievement and success.
    b. It is difficult for the disadvantaged to identify with the myths, traditions, heroes, and other symbolizations that inspire achievement in American life. Frequently, these symbols are viewed, perhaps justifiably, with an attitude of detachment or mockery.
    c. Typical middle class social behaviors which may be manifested by librarians can be misinterpreted. Kindness may be read as weakness; overt interest may be interpreted as compensation for underlying prejudices. Rather than relating to authority figures on an open functional basis social distance may be maintained by interacting with these figures on the basis

of formalized roles. It is not unusual for disadvantaged children to resort to confused "out-of-focus" behavior when they are confronted by members of the middle classes whose values regarding social interaction patterns are different from their own.

2. Efforts by disadvantaged people to obtain long range goals are often frustrated. For example, the "last to be hired and first to be fired" syndrome continues to be a reality. Further, economic privation makes obtaining even basic requirements for sustaining life in the ghetto tenuous. These factors contribute to the development of a life style among the poor that emphasizes immediate gratification. Where this occurs, activities such as study for school advancement, working for occupational mobility and striving to achieve goals that are abstract are difficult to maintain. Many services provided by libraries involve some form of postponement of immediate gratification. Searching for specific information in a card catalogue for example is frustrating in this sense, particularly if it is being attempted by a person having a limited grasp of the skills involved, making it likely for him quickly to give up in despair. It is particularly difficult for disadvantaged children to maintain concentration in a situation where long periods of sustained activity are required, where the focus of attention is on unfamiliar abstract material and where the child must maintain his activity in a situation that presents abstract rather than immediate tangible

rewards for his efforts.

3. Disadvantaged children and adults may show patterns of achievement aspiration different from members of the middle class. They may express unrealistically high levels of aspiration, particularly in academic and vocational areas. Often this occurs as a means of bolstering lack of self esteem and competency. Alternatively, they may express unrealistically low levels of aspiration as a way of avoiding the frustration of failure to achieve. Further, they may fluctuate between both extremes, aspiring initially to very high achievement, but when met with frustration in accomplishing a task, plummeting to very low aspirations.

IMPLICATIONS FOR THE LIBRARIANS AND LIBRARY PROGRAMS

If the words disadvantaged, poor, or deprived prefixed to the word people does something to reduce the ability of the librarian to perceive residents of the ghetto as people, and as people very much like himself in their hopes, their needs, what makes them weep, and what makes them laugh, and in their yearning for the full benefits of their existences, then the librarian's opportunity for practicing his craft will be severely blunted. People who live in ghettos have been taught by their circumstances to be exquisitely atuned to the underlying motives of the professional workers they meet. They sense, quickly, whether the librarians see them as people who want to learn, want to know, want to better their lives, and can learn, or whether they see them as problems. If the librarian loses sight of the humanity of his relationships with people and allows, instead, his interactions to degenerate to the authoritarian or patronizing role so characteristic of behavior in service institutions where people are treated as things, he will quickly lose his patrons.

The librarian, then, must be highly conscious of the particular importance of gradually building warm, trusting human relationships with the people he serves. He may find himself being tested in subtle ways to see if he is real. Poor people may withstand the indignities of being questioned about their personal lives by welfare representatives because they have no choice, since they must have the aid; they may suffer through the degrading experience of sitting or standing ignored for hours in the corridor of a hospital waiting for medical attention, because they cannot do without treatment, but they will not pay these prices for the use of library facilities since the demands for their use are not as directly tangible nor felt as acutely.

Library programs planned with the aim of attracting the disadvantaged must take into account the reality that these programs must attract them on the basis of relevancy and personal appeal for the most part. Further, the planners of library programs must recognize that they are trying to appeal to people who may never have been "turned on" by books and may have negative feelings toward them.

Librarians, to be effective, must overcome distrust of the disadvantaged built on many negative experiences with people in similar authority positions.

Effective library programs must "break through" the inertia of people who may never really have used a library, who do not know how to use a library, and who may react with desire to withdraw when they enter a library. To be successful with disadvantaged people librarians need to be able to sense when people need help and provide it without being obtrusive. They must be sensitive to the embarrassment the poor may feel about not knowing and be able to supply knowledge with tact. They must be able to sense the library usage skills that their patrons lack and to patiently teach these skills so that they can gain confidence in themselves. Above all, librarians can reflect zest and excitement regarding the rich world for which books are the door and for which one's reading is the vehicle of entry.

BUFFALO

1) Demographic Characteristics
2) Programs and Activities

DEMOGRAPHIC CHARACTERISTICS OF BUFFALO [1]

City

Although ghetto residents and some other residents of the city wish it were not so, Buffalo's ghetto has been and is a part of the city, without roots elsewhere, without a future except as part of the city. One cannot begin to understand it without beginning to understand the city. Buffalo gives the impression of being an old city: It is also a developing city. It has been called the easternmost Midwestern town, and the westernmost Atlantic seacoast city. It is a city with great promises (at least remembered), but a city with an air of defeat. Each of these is in a way true, but to show how they came to be true requires explaining.

The city was founded where a creek, a small "river," flowed into Lake Erie. It was established in time to be burned by the British in the War of 1812, but was still small enough so that it was a comparatively minor loss. (Pittsburgh and St. Louis were already a half century old then. Buffalo's founding was later than a glance at a map would suggest.) The first owner was the Holland Land Company, which was neither Dutch nor a company. (There were a number of partners in the venture, who lived in a number of places.) The company's land agent, John Ellicott, laid out the city in a pattern apparently modeled after Washington DC's; his brother had worked with L'Enfant when Washington had been laid out a few years before. The criss-cross streets of the original plan still show in city street maps.

The first settlers were Yankees, many of them direct from New England, the rest one generation removed. They established the businesses; their heirs, legal or spiritual, still have a disproportionate economic power in the city. Originally Buffalo was a market town for the surrounding agricultural area, which was being settled at the same time. The market town's horizons began to spread in 1825, when the Erie Canal was completed, and provided an all-water and relatively cheap freight route from New York City to the Great Lake ports. The Irish had labored on the canal, and came to Buffalo with it. They were Buffalo's first minority, set apart by their Catholicism and by discrimination. There is still a St. Patrick's Day parade, and there are still Irish politicians. At one point fifteen per cent of Buffalo's population had been born in Ireland or of Irish parents.

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[1] **Prepared by Professor Warren Button of the State University of New York at Buffalo.**

Within a decade or so of the completion of the Erie Canal the great years of growth of the city started. The settlers needed tools and supplies and Buffalo supplied them from cargoes shipped up the canal. There was wheat to export, and it was shipped "down the lakes" to Buffalo, unloaded there, and much of it was milled before it was reloaded into barges or railroad cars to ship eastward for use or export. One of the civic heroes of Buffalo is Joseph Dart, who invented a grain elevator. In the first years of Buffalo's great prosperity the German immigrants arrived in large numbers, to secure religious freedom, to avoid oppression and revolution, to escape the draft, and for economic gain. They settled beyond the Yankee merchants' homes, eastward and northward of the business area. (In an odd way this has shaped the ghetto; the matter will be returned to.) The Germans were the largest minority, at one time, making up with their children half the population of the city. There was a German political machine, too, but the Germans were not poverty stricken, and had skill and even capital, and even looked like the Yankees, and were quickly and thoroughly assimilated.

In the last third of the nineteenth century, many immigrants came from Poland and Italy. A Polish community formed eastward of the German one, and many of the Italians settled west and north of the business section, where there had been Irish households. There were all-Italian schools half a century ago, as there are all-black ones today.

Immigrants came because there was slight opportunity in their homelands, because of the almost accidental early settlements of Poles and Italians, and because there were employment opportunities, primarily in the pig iron and steel plants, in lumber mills, in the railyards. When they were arriving, at the turn of the century and for perhaps fifteen years after that, Buffalo still had great expectations, that the city's growth would follow the same pattern as Chicago's and that Buffalo would be a Great City.

It did not quite work out that way. The death of a president ended the pleasure and profit of Buffalo's world fair. Rail shipments to the east coast were less costly than transhipment into barges, and Buffalo's mills began to be by-passed. The timber which had been within reach of Buffalo's lumber mills was exhausted.

For the old extractive primary industries Buffalo was not well-sited. The surrounding farmland was and is productive, but less fertile than that in the Midwest. There were small gas and oil fields, but they were soon exhausted. There was no coal, no ore. For a few years Niagara Falls was a great source of electric power, but that by itself was not enough. The industries that were in Buffalo stayed and even expanded somewhat, but not at a rate which compared with those of Pittsburgh or Cleveland or Chicago.

The further hinterland was not rich, and not a great market for wholesale trade. To the south there were the flanks of the Appalachians, and the farmland there is undeniably poor, much of it now abandoned. To the west is Lake Erie and Canada. Canada's economic growth has always been later than the United States', and customs and tariffs have never allowed nearby Ontario to become a part of Buffalo's wholesale or even retail trade area.

Buffalo's transportation advantages became obsolescent. After the Civil War it was less expensive to ship on the railroad than by canal, with the attendant transhipment costs and delays. Trains could go through Buffalo with only a pause, and did. They could also bypass the city. Being the easternmost Great Lakes port was less valuable. Some grain and cargo boats had continued east into Lake Ontario, bypassing Buffalo, after the Welland Canal was deepened in the 1930's. After the completion of the St. Lawrence Seaway, Buffalo, instead of being at the foot of Great Lakes navigation, was on a backwater. Buffalo did not have exploitable natural resources, nor a wealth-producing hinterland, nor great transportation advantages. Buffalo had one more shortcoming, perhaps the greatest one of all, a lack of aggressive financial leadership. While Rockefeller was buying and building refineries in Cleveland, Detroit was becoming the automobile capital of the world, and Eastman Kodak was growing in Rochester, Buffalo magnates were preserving their wealth, or investing it elsewhere.

There were beginnings of mass production growth. The Pierce-Arrow was built in Buffalo, and Curtis-Wright had important airplane factories there in World War II, but both enterprises died. There are refineries and chemical plants, but they are relatively small ones. Ten years ago it was clear that Buffalo would not be important in automotive production, except for two General Motors plants (one of them in outlying Lockport), and Curtis-Wright was dissolved. Bell Aircraft, which had been promising, became primarily a research and development site for a division of Textron.

By all available yardsticks, the Buffalo area is modestly prosperous. While it does not grow as rapidly as most metropolitan areas of its size, it does grow. It does not have an unusually large portion of impoverished residents. Still, it has the feelings of defeat, of being hung on dead center. Perhaps it was not that so little was achieved, but that so much was expected.

The interrupted growth of the city makes its paradoxical nature comprehensible. It is like a Midwestern town because it clings to its past, because of the conserving leanings of its leading citizens. It is like an Atlantic seaboard city in its politics, organized along ethnic lines. Its appointed school board provides a good illustration. For fifty years, since the establishment of the board, there has been a Jewish member; always one, seldom more. The board seat which was first occupied by a Polish member seventeen years ago still has a Polish incumbent. There is usually one Italian board member, never more than two. It has been twenty years since there was more than one WASP member. Ethnic voting blocks are like the ones which at least used to exist in the East. By way of antithesis, the largest group of white voters in St. Louis is of German descent, but the mayor is His Honor Juan Cervantes. That cannot happen in Buffalo.

Ghetto

The first census of Buffalo, in 1826 listed Negro residents. But by hindsight this seems to have been unimportant. The number of Negro residents declined from census to census, always proportionately and sometimes absolutely, until by 1900 only 0.2% of the population was Negro. For reasons which are hard to even surmise, the Negro population was a transient one. There were few old, established families. Buffalo, until very recently, had no black bourgeois. The World War I boom, which brought Negroes flocking to Chicago and other cities, did not bring large numbers of Negro immigrants to Buffalo. As late as 1940 Buffalo had only five thousand Negro residents, only 10% of the population. One old-Buffalo Negro says that there was a time when "I could tell the name of every colored I saw on the streets." Possibly this was nearly true.

The Negroes began to appear in large numbers near the end of the Depression. They came from all the Southeastern states. The numbers of new arrivals increased during World War II, slacked off until the Korean War, swelled again -- then almost ceased. A junior high school counselor who advised four hundred students said a year or two ago that she saw annually "only two or three" students transferring in from the South. Today there is only an occasional Negro newcomer from the South. The latest group of immigrants, much smaller, is Puerto Rican. Since they are in some ways the successors of the Negro immigrants from the South, they deserve mentioning. Writers usually describe Puerto Rican immigration in terms of New York City: San Juan tonight, via tourist class flight to Kennedy, tomorrow Manhattan. For the Spanish speaking Buffalonians, the journey is more complicated. Typically, they come first to the continental U.S. as agricultural laborers, as members of contract gangs. The gangs come in the spring, and start with harvesting early truck crops near the Ohio River. The gangs move from crop to crop, and northward with the season. Until first frost they harvest grapes near Lake Erie. Then they return to Puerto Rico, or at least most of them do. Some winter over, and a few become permanent residents. As a cousin to the ghetto there may presently be a barrio, a Puerto Rican cousin, on the lower West Side.

The early Negro residents of Buffalo do not seem to have formed a ghetto, perhaps only because there were so few of them. They lived in all districts of the city, probably some of them in servants' quarters, but others in households of their own. Until perhaps 1875 they were relatively prosperous. But circumstance (plausibly immigrant competition) drove them out of semi-skilled occupations and the ownership of small enterprises. Oddly, early records do not show the fragmented families reputed to have been a heritage from slavery. That came later in Buffalo, seemingly from other causes.

By 1920 there was the nucleus of a ghetto, directly east of downtown. It spread, until by 1960 the ghetto filled the area east of downtown, the locale of the old German section, and northwest of downtown, where many Italians had lived. The Census of 1960 figures describe the city and ghetto coldly, numerically. In 1950-60 the metropolitan area had grown 52% (national average, cities 1,000,000-3,000,000; 45%). But the city itself had lost 8% of its population (national average, a gain of 6%). The city's Negro population had grown 94% (national average, 64%), but was still only 6% of the area's total (large city average, 11%; New York State, 8%). As one slightly cheerful note, the ghetto population density had declined slightly. Three-fourths of Negro families lived in rented housing, as did half of the city's white families. They paid about the same rent, but their homes had only 2/3 as much assessed value.

To paraphrase one summary of the Census of 1960 on the ghetto itself: Eight census tracts were within the Negro area of the city. All but one of these tracts had more than 38 persons per acre, 2½ times the density of

Caucasian areas. These tracts were almost Negro in population, except for the West Side, where there were integrated federal housing projects. The medians of school years completed ranged from 9.5% to 8.3%. The proportion of college age population attending school ranged from 10.6% to 3.5%. None of the census tracts had median incomes above $5200; the lowest was less than $3300. The percentage of unemployed was from 7 to more than 20. From 9% to 19% of the housing was overcrowded and in 6 tracts more than 30% was "dilapidated". Public assistance rates ranged from 74 to 220 per thousand.

There is relatively little hard data on the ghetto since the Census of 1960. Interestingly, Negro birth rates have declined, more rapidly than the white ones. Negro unemployment is still high, though perhaps not as high. Negroes are still underemployed, even when education is taken into account. Only 3% of Buffalo's craftsmen are Negroes. While they hold 7% of the jobs in the metropolitan area, they hold only 1½% of the white collar jobs. They are only now appearing in proportionate numbers in local colleges and universities; it will be a full generation before that deficit is made good. There was a riot in 1967, much like those in a hundred other cities.

About the ghetto all the conventional things can be said. There is still demeaning poverty, and the often described broken homes, the timeless wasted existences, the momentary gratifications, the long deprivations of those who live within the culture of poverty. In absolute terms it is probably not as bad as it was. Expectations have outrun reality for many, and for them it is worse. This, of course, can be said of all ghettos. What follows concerns the Buffalo ghetto alone. Ghettos are, after all, as different as the cities which have brought them into existence. The temptation is to read of the ghettos of New York City, and to extrapolate to ghettos in all cities everywhere. But Buffalo is not a part of New York

City, nor even its suburb. It has its own ghetto, and its ghetto has its own destiny.

Although there seems to be no way of accurately estimating them, there are strong centrifugal forces in the Buffalo ghetto. Families there, as more and more of them begin to secure middle class positions and incomes, become more heterogeneous as to social class and values and tastes. As opportunities increase, the heterogeneity will increase.

Some of the forces which lead to cohesiveness are less strong than one might suppose. Memories of the South are no longer fresh. The Negro who says "When I was living down in Atlanta . . ." is probably no longer young. For many Negroes the South has passed out of personal memory. There is renewed interest in "soul food," but more and more Negro families buy food in the suburban supermarkets. The Negro churches, which were once important loci of community organization, are reportedly suffering from the same indifference as the white churches. There are two Negro weekly newspapers in Buffalo. One of them has a press run of five thousand, and the other probably less. Probably the combined daily circulation of the white newspapers in the ghetto is greater. Communication within the ghetto is abysmally poor.

As a partial counterbalance to the centrifugal forces in the ghetto, there is political life. The important fact about politics in the ghetto is that there are now governmental resources, federal, state, and even local, to be allocated. There is power to use, and political blocs, machines, and organizations are forming which would like to use them. There is an Alinsky-inspired organization, BUILD. It has been active, but has not found an issue as powerful as Eastman in Rochester, for instance. Paradoxically, it was and is supported more strongly by the old Yankee liberals than by any other white group. There is an independent Democratic assemblyman, who has no obligation to the regular party, which has not endorsed him; nor to the Democratic mayor, who opposes him. At best, a new and independent ethnic voting bloc has been formed, and will be important in city politics. At worst the political history of the city is only repeating itself again. But for now the advantages appear to outweigh the disadvantages.

Of course the boundaries of the ghetto will be further extended. Occasionally there will be white panic, and almost mass evacuation. In other areas there will be a relatively slow transition. There are more Negro residents in the Southside these days, the erstwhile stronghold of the Irish. The ghetto will probably spread northward, toward the city limits, but home values there seem too high for the spread to be very rapid in that direction. To the east, the "Polish Village" is still almost intact, and the ghetto cannot spread in that direction very rapidly. Perhaps the ghetto will grow to the northeast most rapidly. But it also seems logical to predict that, barring apartheid, the limits of the ghetto will become less distinct. There are already white peninsulas and even islands, which will be very slow to disappear, if only for the selfish reason that they are desirable -- convenient, pleasant -- places to live, and too expensive for Negro budgets.

But, even after having noted the heterogeneity of the ghetto, the centripetal forces acting upon it, and the slight tendency for it to blur into the rest of the city, it must be predicted that it will keep its identity for many years. It will be kept largely intact by whites' attitudes and prejudices; by white institutions, schools, unions, private enterprises, which operate to discriminate against the Negro. It is not, primarily, that the ghetto will hold itself together. The rest of the city will perpetuate the ghetto.

PROGRAMS OF THE LIBRARY EDUCATION ASSISTANCE PROJECT OF BUFFALO

The following program summaries were prepared by William A. Miles, Library Community Coordinator, Buffalo and Erie County Public Library:

1. Library Community Coordinator Program
2. Activities of Community Coordinator and Assistant
3. The Library Trainee or "Detached Librarian"
4. The 3B's Program
5. Lookie-Bookie
6. Summer Story Hour
7. Vacation Reading Club
8. Summer Art Program (1968)
9. Project C.O.V.E.R. (Films and Discussion)
10. Family Life Education Program
11. Armed Forces Education
12. Expectant Mother Classes
13. Boys Club Sports Movie Festival
14. Operation Paperback
15. Probation Film and Discussion
16. Student Work Project
17. Proposed and Recommended Programs for 1969-1970

Library Community Coordinator Program

An integral part of Project LEAP (Library Education and Assistance Project) has been the activities of the Community Coordinators. The development of community support and use of local library facilities are primary objectives of the Community Coordinator program.

In an aggressive manner the Community Coordinators give vigorous attention to the otherwise unserved by working actively in branch and community programs, and by making possible involvement with schools, governmental agencies, and neighborhood organizations.

Working out of key branches and central, the Community Coordinators attempt to create an awareness of library services as means of educational, vocational and recreational help and life enrichment.

The duty of the Community Coordinator is to act as a liaison between branches and communities by informing, interpreting, and encouraging greater use of the library's resources, services and facilities at all levels, reaching children, young teens and adults.

To reach those who do not use the library, yet are in need of self-improvement, the Community Coordinator works with organizations, institutions, and individuals in the community and helps reinforce other community efforts in their behalf.

The Coordinator is responsible for Lookie-Bookie--a multi-media van which goes out into unserved neighborhoods, explains library services, shows films and loan materials to those having limited access to books and limited competence to use them. This sidewalk service, rolling into a neighborhood with fanfare and stocked with attractive materials, presents another opportunity to tell men, women, young adults, and children of the advantages they are missing by not using their branch libraries.

The coordinators supply displays outside the library for other adult education agencies, etc., show films, give talks, conduct discussion programs, and experiment with varied activities and materials designed to make the branch libraries in their respective areas important community institutions to individuals and to large groups.

The Library Community Coordinator is a necessity in interpreting the library to the community and is a necessity in allowing the maximum flexibility and cooperation in bringing resources to the community. During the past one and a half years the community coordinator has had the opportunity of speaking to one hundred eighty-seven groups, and to organizations of approzimately 8,500 persons. This does not take into consideration individual contacts or staff meetings or committee or community board meetings. This type of involvement is a necessity to insure the success and depth of the program.

Following are the duties and responsibility of the coordinators and some of their activities.

Activities of Community Coordinator and Assistant

The work of the Community Coordinator and the Assistant Coordinator has been much and varied. The interpretation and success of the Inner City project depend to a great degree on the activity of these two individuals.

Besides acting as liaison between library and community, planning and supervising programs,etc., the Community Coordinator and the Assistant Coordinator have had some interesting and varied contacts with the community.

Some of the various types of involvement are as follows:

A) Library Community Coordinator

1) Served as a member of the Board of Directors at Neighborhood House
2) Served as a member of the Board of Directors at Humboldt YMCA
3) Served as a member of the Board of Directors at Walls Memorial Cultural Center
4) Served as a member of the Board of Directors at African Cultural Center
5) Served as a member of the Model City Steering Committee
6) Served as a member of the Lay Advisory Council,Buffalo Youth Board
7) Served as a member of the Business and Professional Advisory Group
8) Served as a member of the Business and Professional Men's Club, Michigan YMCA
9) Member of the Education Committee Buffalo Urban League
10) Served as a member of the P.T.A. St. Nicholas School
11) Served as a member of the Library Advisory Committee Westminister House
12) Served as a member of the Young Men's Democratic Club
13) Served as a member of the Black Men's Development Group
14) Served as a member of the Pace Parents' Club
15) Served as a member of the Masten CAO

16) Prepares a ten-minute program on WUFO radio each week

17) Writes book reviews for the Buffalo Challenger

In addition to the above mentioned involvement, many requests for lectures and speeches are filled. A sample cross section of the kind of speaking engagements by group since January, 1968, follows:

Erie County Department of Social Welfare
PAC -- Park Action Committee (Orchard Park)
Urban Task Force Members
Seminar in Christian Logic and Black Power (Canisius College)
Wider Horizons Programs
Freedom School, University Methodist Church
Teachers in Head Start Projects
Glenwood Block Club
Various Community Action Groups
Various P.T.A. Groups in the Inner City
Buffalo and Erie County Public Library Staff

The above are only a sampling of groups. The community coordinator has spoken to groups ranging in size from 12 to 700.

B) Assistant Coordinator

1) Member of Board of Directors--Greater Jefferson Businessman's Association
2) Member of Information and Resources Committee of "I Can" (Independent Catholic Action Now)
3) Member of Perry Professionals
4) Member of Lower West Side Task Force

5) Contacted numerous agencies, such as:

Wider Horizons
Public Schools
Parochial Schools
West Side CAO
Senior Citizens Organization
Family Service of Buffalo
Puerto Rican Cultural Center
Neighborhood Youth Corps
Rendezvous Coffee House
Family Counseling Service

The above are only a sampling of groups the assistant coordinator is either a member of or has working contact with.

More important than the active participation in groups and organizations are the numerous individual contacts that occur daily. These are the people who want reader assistance, advice for programs, personal information and advice, reading list assistance in preparing a class assignment for writing a speech, and the young person needing guidance in teen-age problems. These individuals make up the most important segment of the contacts of the community coordinator and the assistant coordinator.

The Library Trainee or "Detached Librarian"

Next to the community coordinator and the assistant coordinator, the most important persons, as far as reaching into the community, have been the library trainees who do our Detached Librarians Program.

The two trainees in this aspect of the project work throughout the inner city. They are presently involved in community action programs, PACE, Headstart, Early Push, Task Force, and programs at churches, Settlement Houses, Housing Projects, etc. The detached librarians do film forums at Coffee Houses, Pre-School story hours at Head Start programs, hold song and dance activities, etiquette and charm sessions, staff the Lakeview Library, operate Lookie-Bookie and supervise pages as part of their daily routine. The value of having two trainees for the first time in the project has been of immeasurable help.

Duties and Responsibilities of the Library Community Coordinator

The duty of the Library Community Coordinator is to act as liaison between the branch and community to: 1) Publicize, 2) Emphasize, 3) Inform, 4) Interpret, 5) Coordinate, and 6) Encourage greater use of the library's resources, services, and facilities in the community at all levels--children, young teens, and adults. It may be divided as follows:

1. Work with Individuals, Organizations, and Institutions
    - a) Arranging and conducting appointments with individuals, institutions, and leaders of organizations
    - b) Attending general, committee and board meetings of organizations
    - c) Coordinating library services with programs of organizations
    - d) Planning and conducting library oriented and community meetings as they relate to specific program areas of organization
    - e) Giving resource talks, or acting as discussion leader
    - f) Preparing and delivering speeches
    - g) Coordinating and arranging for reading lists for community speakers, workshop, conferences, and special programs

h) Visiting and developing cooperative working relationships with the public and private institutions and agencies in the community

i) Maintaining open lines of communication with community through personal contacts, letters, telephone, and participation in similar community programs and affairs.

2. Public Relations

The initial problem of the coordinator will be to change the image of the North Jefferson Library in the community by providing as many services and all information possible to meet the environmental needs of the community. Some of the methods used are:

a) Recommending and coordinating special library public relations activities with community groups

b) Arranging and coordinating library exhibits in the community

c) Preparing reading lists based on community needs and problems coupled with extensive knowledge of books of library works

d) Developing local indices (Director of Resources)

e) Coordinating activities with Central Library

f) Utilizing all means of communication to create awareness of library resources and stimulate use of source.

3. Services

a) Programs--Library stimulation and orientation

1. Arranging orientation visits or tours of local libraries

2. Proposing library related programs that would be in line with goals and objectives of community organizations

        3. Preparing book exhibits for special programs of organizations

b) Information

1. Readers advisory work
2. Telephone information

c) Reference Service

1. Answering reference questions
2. Advising individuals about materials
3. Preparing lists
4. Maintaining files (names and addresses)
5. Compiling and maintaining a resource directory of the community

4. Book Knowledge

An extensive knowledge of books and community resources is vitally necessary to the library community coordinator. It is necessary in:

a) Evaluating book collections in branches in and around the community and recommending action for improvement where required.

b) Selecting books and materials for presentation to the community at talks on library resources.

5. Administrative and Technical

a) Acting as liaison to individuals, institutions, and organizations serving the community

b) Contacting individuals, organizations and institutions to create an awareness and use of library service.

c) Acting as consultant to branches on any problem or activity involving the community and vice-versa

d) Recommending and presenting special reports

e) Recommending new procedures and activities

f) Representing library in community for special occasions or events

g) Interpreting procedures and policies of the administration to the community

h) Attending meetings of community organizations and actively participating

i) Attending administrative and professional meetings

j) Planning, organizing, developing, and conducting community workshops and conferences

k) Arranging for speakers from the library to appear at community meetings

l) Supervision of office clerical staff and trainees.

6. Professional Activities

a) Keeping abreast of librarianship

    1. Knowledge of books and materials--book order, reviews, trade publications, constant reading
    2. Professional literature.
    3. Meetings and committee work of professional organizations

THE 3 B'S PROGRAM

One of our most talked about programs for the average person on the street has been the Three B's Program. We feel this program met with much instant success because it was an unique and unconventional way in which the library let the community know it really meant to reach out into all segments of the community. From its first introduction to the community in 1966, the Three B's Program has been a topic of conversation. The Program itself is very simple and effective, and it takes information to many non-library users at a minimum of cost and effort.

The project consists of two hundred collections of reference books in the bars, beauty shops, and barber shops. These collections are located throughout the entire project area, and have drawn much attention and comment. The area served contains approximately 200,000 people. At least 96,000 are poverty stricken. The area is predominantly Black, Puerto Rican, Italian, etc. The education level is approximately 10.5 and the majority who work are employed as manual or service workers. There are four branch libraries in the Area: Niagara, North Jefferson, Watson, and Willert Park. The titles in the collections found in the bars and barber shops include the 1) Legal Encyclopedia, 2) World Almanac, 3) Official Sports Record Book, 4) Buffalo Evening News Almanac, 5) According to Hoyle, and 6) Guiness Book of World Records. The collections in the Beauty Shops include 1) Household Encyclopedia, 2) Baby and Child Care, 3) Pocket Cook Book, 4) Buffalo Evening News Almanac, 5) World Almanac, 6) Smart Shoppers Guide, and 7) Emily Post's Book on Decorating. The aim is to provide information and answers to questions that often arise from non-library users in places that many of them frequent.

There have been many requests to include the Bible, Auto Repair Manuals, and books on sex. There is a minimum amount of involvement on the part of the Coordinator in that the work of finding information for a customer in a bar for instance is done by the bartender who has been instructed in the proper use of these books. The books do not circulate but are used strictly as reference tools. Several of the tavern owners relate that the books have been known to cut short arguments and bets that would normally go on for some time and cause trouble without the proper answers. The classic story is the barber who in the middle of the afternoon rush to get from jobs, etc., caused a tie-up in traffic while one interested knowledge seeker left his car at a red light to run in to find what the world's shortest "will" consisted of; within several minutes the barber had the answer. It consisted of the three words "All for Mother." In the event that something cannot be located easily, each collection carries a message from the Library:

> "These handy books can help you find the answers to a variety of questions. Give them a try. If you can't find what you want, call 883-4418, or visit the North Jefferson Library, 332 East Utica Street.* These books are entrusted to the proprietor."

These books are very useful and strangely enough are not lost as frequently as was thought in the beginning of the project.

The Community Coordinator in the area is responsible for establishing contact and placing the collections in strategic locations. Also, it is his responsibility to see that collections are kept current and intact.

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* The telephone, name, and address of the nearest branch library appear on the collections. (Example--If the collection is found near the Watson Library, it would read "If you can't find what you want call 852-3690 or visit the Watson Branch Library, 514 South Park Avenue.)

Summary

The Three B's Program serves an area of approximately 200,000 people of which at least 96,000 are considered to be poverty stricken. Nevertheless, persons of all various socio-economic conditions use this service. The aim of the program is to provide information and answers to questions that often arise from non-library users in places they frequent most. There is no staff problem here. The barmaids, bartenders, barbers, and beauticians are shown how to use each book properly. They are the "Volunteer Staff" of the project. The community coordinator is responsible for establishing collections, orientating personnel at the various locations and maintaining the collections.

NOTE: Approximately 50% of the Three B's Collections are located on the near east side of Buffalo; 25% on the lower west side and 25% in south Buffalo.

LOOKIE-BOOKIE

The program which follows, bold and unorthodox as it may seem to some, is no flash-in-the-pan idea thoughtlessly created. Rather it is a program based on a deeply felt need for dynamic action and realistic approach for promoting library service to people the library was not reaching. It has been developed out of the experience with the under-privileged and with an understanding of their behavior, attitudes, and psychology.

The Lookie Bookie has been in operation since the first week in September, 1967, and is continuing to prove its value to public library service in Buffalo. It is in continuous use from June through August on a schedule from 9:00 in the morning until 8:30 in the evening, and from September through November from 3:30 P.M. until 8:30 P.M. It is also used on Saturday afternoons. Although principal use is made of the Van during these months, it has been frequently used for special purposes during the colder months of the year.

The geographic scope of this program includes the total Inner City, an area roughly defined as East of Main Street bounded on the North by East Delavan; on the South by South Park Avenue; on the East by Fillmore Avenue. It also includes the area West of Main Street bounded on the North by Porter Avenue; on the South by City Hall; on the West by the Niagara River. The following libraries are located in the area: The Central Library, Niagara, Watson, Willert Park, and North Jefferson Branches. This area contains approximately 200,000 people.

The purpose of the program is to offer a dynamic method of advertising the Public Library loudly and clearly in the inner city areas where children, young people and adults congregate out-of-doors, to children, young people, and adults who are not aware of the Public Library, who are non-users of its services, and/or with no incentive for using the library. The purpose is to inform them of library books and services, to give them a tangible library experience, and thus contribute to their cultural enrichment.

The means of operation are as follows: A small truck-like library an with its catchy title of popular appeal printed on the outside of the van in large print.

1) A loudspeaker
2) Tape recordings about library services
3) Tape recordings of children's stories and music
4) 16 mm rear-view projector
5) Paperbacks for children, young people and adults located on shelves on the inside wall and on the inside of double doors that open outside
6) Publicity materials about the library, such as flyers, etc.

This library van takes the library message wherever children, young people and adults congregate--empty lots, parking lots, alleys, busy intersections, playgrounds, shopping centers used by the inner city, housing projects, as well as to established institutions serving children such as community houses, churches, day camps, etc.

Publicity: An intensive program of publicity about the project through local newspapers, radio and TV has been used.

The program is flexible in its use depending on the particular group, place, day, and season. It is usually library-oriented with emphasis on the values of reading using the library and its services.

1968 has shown the Lookie Bookie to be no flash in the pan. With the arrival of new staff members to the Inner City Project it was scheduled for full-time use. The philosophy of a colorful, attractive multi-media van traveling throughout the inner city on a random schedule, publicizing and offering library services is very much in effect today. In fact, there have been few basic revisions of procedures and activities since the beginning.

Two methods of approach are being used. The first is the idea of short stops aimed at publicity. In these, films are shown and flyers are distributed. Branch library service is stressed. Books are ciculated only to those possessing library cards, and applications are handed out to the rest. The second approach allows children to go home and have their applications signed, and then to return and check out a book. This method increases circulation but considerably lengthens the stop. More staff members are needed when this approach is used.

Both of the above procedures are employed on a random schedule. During the summer some scheduled, weekly stops are arranged for a six-week period. Tot lots, summer day camps and church Bible schools are visited. Films are shown and books are circulated. These stops produce fewer participants than do the non-scheduled stops.

When no fixed schedule is observed, it is the discretion of the driver-librarian that decides where and when a stop takes place. Densely populated city streets with frame houses and small apartments provide the largest audiences of young children,could be attracted by stopping in the middle of a block on a side street rather than at an intersection or corner. The exact opposite is true when a teen-age audience is desired.

It is apparent, at this time, that the novelty or newness of the Lookie

Bookie has not worn off. Even when children have visited the truck many times, they still return on the next visit. Of course, a certain block is seldom visited more than two or three times during the peak summer months.

During the past eighteen months, some new uses have been found for Lookie Bookie. Many successful school stops have been made. Grade schools picked are those that are too distant for classes to visit a stationary public library. Arrangements are made with the principal for each class to come outside to the school parking lot for a visit to the Bookie. A film is shown and the children inspect the books. Slingers and library card applications are handed out. The closest regular library service to the school is introduced to the children. It may be the Central Library, a branch library or a bookmobile stop. A careful check has shown that some children do overcome the distance involved, and begin using their closest facility. Circulation at one Bookmobile stop was tripled using this method of advertisement.

The Lookie Bookie is also used in the summer to help the Bookmobile Division launch its summer schedule. The Bookie traveled with a bookmobile to each of the inner city stops. It was thought that if neighborhood children could be made aware of the Bookmobile's presence at the time of its arrival, circulation could be boosted. Only the loudspeakers are used, because if the Bookie offered service it would detract from the Bookmobile itself. At each stop the two trucks attract much attention. The Bookmobile drives up and the Bookie circles around block by block telling the community of the Bookmobile arrival.

The Lookie Bookie has been used successfully as a publicity device for inner city branch library programs. Story hours, film programs, art classes, and special programs such as Negro History Week celebrations have been advertised. Often the Bookie becomes a part of the activities, and when a large audience surrounds the truck, the people are ushered into the Branch for the remainder of the program. The Bookie can do one thing that no other publicity device can; it can advertise a program at the exact time of its beginning. Children will forget a story hour if a slinger is passed out a day or two ahead of time. They can hardly forget if a story hour is starting two or three minutes from the announcement time.

When possible, live storytelling is also used or brief reviews introducing certain books to children. Group activities are sometimes featured, since ACTION is a key word to the whole program -- sing alongs, creative dramatics, puppet shows, to mention a few. There are many program possibilities; for example, an interested local artist has gone out on trips at no cost to give charcoal talks; an interested local jazz musician or jazz performer might play his instrument; a local poet has given poetry readings. And always the librarian relates these activities to the library.

In addition to bringing the library to the non-users, this program also has other advantages for the library. The library is able to learn about sections of the city and the people whom it is not presently serving fully. It is able to learn the needs of these people -- what it is they need, who needs it, and what appeals to them.

The Lookie Bookie has been placed at non-library community events. Parades, art festivals, openings and street dances provide a logical Bookie visit. The truck may locate itself for a day or more at a strategic spot such as an art festival. All services are performed at times, and at other times the truck may be riding down the street in a parade, offering no actual service.

Occasionally the truck may even be advertising a non-library program. An example of this was the Rendezvous Teen Club which was having difficulty attracting an audience for its Rendez Playhouse. The Bookie toured the Perry Project neighborhood spreading the word of this community service. In effect, the truck itself became a library service to the community.

Book losses on the Bookie have remained lower than was originally expected. Between sixty and seventy percent of circulated books eventually return. Many books costing thirty or forty cents have circulated four, five or more times before being lost or worn out.

From July 1st to October 31, 1968, 1657 books were circulated or an average of 414 books per month during peak circulation. At no time does the Bookie aim solely at book circulation as a service. It seeks not to compete with more complete branch and bookmobile book collections, but to advertise them and attract users into them.

Library card applications returned to the truck properly filled out and signed totalled 422 for the year. 385 of these were children's and 37 were adults'. Many other applications were returned through branch libraries and bookmobiles, and are included in their totals.

The Bookie, on an average full day, will make between twelve and fifteen stops. One film is shown to between twenty and sixty adults and children at each stop. At no time have the staff or the truck been in physical danger at the hands of the community. Even during the troublesome day after Dr. King's death, when the truck was on the streets, no problems occurred. Only one explanation is offered for this amazing record. At all times, persons on the truck know and understand the community they are in. Usually, there are persons from the community actually working on the truck. When people see the Bookie, they are likely to see someone they know and trust on board; and the truck comes to them as a part of the community, not as an outside invading force.

Details: For this program the chief cost is the automotive van, the paperbacks and other equipment. Paperback selection is the responsibility of the Inner City Staff. The films used are primarily from the Library Film Department. Some of the tapes on library services are made from the New York State records advertising public libraries. Music and stories are taped from recordings in the public domain, free from copyright.

To date, we have handed out over 3,000 applications; been used, viewed, or listened to by at least 60,000 persons; established a book collection of about 4,000 copies for children, young adults and adults; and been cited by local news media.

Our main need is at least one more van of this type to operate in the inner city.

Summary: The Lookie Bookie has accomplished what nothing else could have. It has brought the library directly to the people. It has allowed the librarian to literally shout out to people the advantages of using the public library and its services. It provides a personal and informal approach to what has been traditionally an impersonal and formal public service. The Lookie Bookie has won the hearts of Buffalo's inner city residents as an honest and sincere attempt by the Public Library to reach out into each neighborhood and home.

Basically four types of stops are made: 1) Densely populated city streets, 2) Housing projects, 3) Playgrounds and vacant lots, and 4) School yards.

The staff consists of a Driver-Librarian who is usually a person from the community with no library professional background and library page assistants. Demand and acceptance of this program shows a need for an additional van of this type.

SUMMER STORY HOUR

Each year summer story hours are conducted in various community centers, churches, and settlement houses by the Detached Librarians. The story hours are held weekly, and they include story telling, films, and book talks.

The aim of this program is to interest children in reading for pleasure, and to demonstrate to them that the library is a community helper and not just a place to study and store books. The library wants inner city children to discover fun and pleasure in literature and to think of the public library as the source for it.

The persons served in these story hours come from many of Buffalo's most deprived neighborhoods. Most of the children are black and in grades K through 4.

The Detached Librarian who conducts the programs is trained in story telling and group work by the Library Community Coordinator and in a story telling workshop conducted by the Buffalo and Erie County Public Library System.

Picture books and fairy tale collections are used with the groups. Multi-ethnic materials are frequently included. A limited number of library books are circulated at the story hours, and many of the groups have visited their nearest library outlet for tours that include the borrowing of more materials.

Various agencies have organized the groups for the story hours. The include the Buffalo Urban League, Neighborhood House, Westminister House, Lincoln Memorial Methodist Church, and the Michigan Avenue Y.M.C.A The agencies conducted all publicity and promotion for the programs.

VACATION READING CLUB

One of the summer activities in the Inner City Branch Libraries is the Vacation Reading Club which runs for eight weeks in the summer, usually during July and August. The primary purpose of this program is to attempt to keep youngsters motivated into using the library during summer vacation.

The program is not designed to see how many books a child can read. It is primarily concerned with how well he can relate and discuss what he has read to a listening audience. No child can read more than four books per week and has to register and report on these titles once each week at Club meetings.

There have been such imaginative club names or themes as "Friendship 7," "Space Ships," "North Jefferson Raceway," where the progress of each child was shown by a horse moving along the track.

A child can read any book he wishes that is at his reading level. In other words, if a child is in the fifth grade he cannot read a book suitable for a second grader.

Prizes are awarded to participants who have done a commendable job. Top prizes are awarded to participants who have shown the most interest and involvement. The prizes are donated by the local Businessmen's Associations and are awarded at the close of the program at a gala party.

The program is conducted by the branch staff of each Inner City Branch or Inner City Staff, and reached 702 children between 6 and 12 (1968).

SUMMER ART PROGRAM (1968)

The purpose of this program was to offer recreational art classes in three Inner City Branches. A professional art teacher was recruited to teach groups of children in grades one through six. A total of eight groups were organized at Niagara, Watson, and North Jefferson. Each of the groups were meeting twice a week for six weeks.

Class size averaged about fifteen in each group. The teacher stressed the different techniques of the many media, and activities included paper sculpture, finger painting, portrait drawing, stencil painting and a trip to the local art gallery during the final week.

The teacher was paid as a library page for her work. She had just graduated from a local college as an art teacher, and she was happy for the chance to work in her profession during the summer months.

The art classes served the population around each of the three libraries. Except for a few of the participants at the Niagara Branch, all of the children involved lived in the Inner City Project area. Attendance totaled over one hundred children each week for the six weeks, or 784 children, total.

Paint, brushes, poster paper, scissors, paste and various art supplies were purchased through the Inner City Project. The children paid no money, and they were allowed to keep their art works.

Publicity was entirely in the form of slingers distributed to local schools during the last week of classes in June. Registration was limited for obvious reasons, and each library reached its quota of registrants with little difficulty.

The program was run solely by the library.

PROJECT C.O.V.E.R. (FILM AND DISCUSSION)

Film and discussion programs were conducted at the Niagara Branch in conjunction with project C.O.V.E.R., a federally funded job program for teen-age youth. The youngsters employed as consumer aides and the project director wanted one afternoon a week set aside for discussion of community problems. He and the assistant library community coordinator devised a seven-week program at the library to answer this need.

The once-a-week programs consisted of five film programs and appearances by two guest speakers. The topics included Black history, race relations, and the economic and educational problems of the ghetto. Books relating to the topic under discussion were displayed at each meeting, and their circulation was encouraged.

There was no publicity required for this program. The group of seventy youngsters was already organized by the project C.O.V.E.R. program. This group was almost entirely Black with the exception of four or five Puerto Ricans and one or two others, and the meetings were closed to other than its members.

FAMILY LIFE EDUCATION PROGRAM

The Family Life Education Program of Project LEAP is designed and has been a cooperative effort between the library and the Family Services Society of Buffalo. The purpose of this program is to provide an opportunity for parents in the disadvantaged community to discuss, better understand and cope with problems of their everyday family life. It also involves parents of pre-schoolers in library-oriented activity at the same time their preschool child is involved in a library-oriented activity.

Since the first program was initiated in 1965, there have been 20 groups of this type.

Each of these groups meet weekly for ten weeks with the same mothers coming each week for the ten-week period. Average attendance has been 12 per meeting. This is one of the popular adult programs for the mothers. In three instances that can be recalled, mothers were ill and sent their husbands in their place.

This program has been popular because discussion covers sex, marriage, child behavior, tantrums, tempers, discipline, family life with single parents; divorced or separated parents; parents of acting-out children, etc. For most of the participants this has been the first time there has been an opportunity to be involved in this type of problem solving, and the first time some problems could be discussed without being laughed at or misunderstood by neighbors or families. Mothers are able to discuss any family problem they wish. These sessions have proven to be a most interesting success. Mothers of various social, economic, education, and religious backgrounds are participating.

It has been felt that a program of this type is a necessary companion program with any type preschool program. It has a ready-made audience involving the mothers of preschoolers in our Operation Early Bird program. The value of having the same audience at all of the sessions is beneficial to both discussion leader and parent. The discussion leader learns the group and the group knows each other and is not confronted with strangers each week and therefore express themselves more freely and the results are therefore more productive and conclusive. The philosophy here is that any program involving preschoolers should also include some type of activity for the mothers. In the case of our program, we have the Family Life Discussion program at the same time as the preschool program. A program of this type also is interesting enough to stimulate a desire to read about some of the topics discussed. It is part of our program to provide books on various subjects being discussed. Pamphlets acquired by the Coordinator from the Department of Health are distributed. Statements and passages from books on child raising, child behavior, and child development are mimeographed and passed out at the sessions to stimulate reader farther into various subject interests. Also, the Community Coordinator and Library Trainee in charge of Operation Early Bird preschool programs prepare suggested reading lists for mothers to use with preschoolers. For many of the mothers it worked, for some it did not.

Summary

Purpose of program: To provide an opportunity for parents of varying social, economic, educational, and religious backgrounds to better understand family life as they experience it and to be involved in library activity, so that they will be aware of the library's value to the parent and child. The population served by this program is in excess.

ARMED FORCES EDUCATION--DISCONTINUED

This program was begun with the hope that it would be a ten week educational program designed to keep young men in high school by stressing the value of education, and informing these youngsters on what life in the Armed Forces was like and what qualifications were desired. These weekly meetings were conducted by the Recruiting Sergeants.This program was not successful and was terminated because attendance was sporadic.

The program ran for ten weeks and had an average attendance of eight young men per meeting, for a total of 80 young men enrolled and attending.

It is without doubt that the great awareness of our country's involvement in Vietnam and the increasing student disbelief in our country's being there resulted in less participation than was hoped for. In other words, the attempt was untimely due to the above mentioned reasons.

Nevertheless, the program covered aptitude mechanical spacial relations testing designed to show what the Armed Forces exam contained. In addition, audio visual aids were used to relate to the participants what life in the Armed Forces consisted of. Sample tests were given and graded. The Armed Forces exam book by Arco was the text used along with pamphlets and other material provided by the recruiting sergeant. These could be taken out and used at home.

In order to publicize this program, the Community Coordinator and Recruiting Sergeants visited each high school in the community served by Project LEAP and spoke at assemblies and to guidance counselors. Leaflets were distributed and the community newspapers advertised the program. The results were not worth the effort and it was quite apparent why.

The purpose of the Armed Forces Education was to stress the value of education in the Army and to assist those who had their minds made up by providing sample tests and other media concerning life in the Armed Forces. Only 80 young men who were either Juniors or Seniors participated. The primary book used was the Arco Armed Forces Exam book. Other materials that proved helpful were provided by the Armed Forces. Publicity was achieved through personal speaking, newspapers, and leaflets. The program was jointly sponsored by Project LEAP and the Army and Marine Corps.

EXPECTANT MOTHER CLASSES--DISCONTINUED

The program was open to expectant mothers who were between five and eight months pregnant. Classes were limited to twelve mothers. Age and marital status insignificant. The program was sponsored by the North Jefferson Library in the library auditorium and conducted by the University of Buffalo School of Nursing. The aim of the program was to create an understanding and knowledge of physiological and psychological changes occurring during pregnancy and to prepare the mothers for birth and care after birth. All medical equipment or supplies were provided by the University of Buffalo. The Library Community Coordinator made all of the contacts, provided reading material and films, and acted as liaison between the mothers and the University. Class room apparatus was provided by the School of Nursing.

The program covered two sessions of 5 weeks each and reached 22 expectant mothers. The program was discontinued because 1) a home for unwed mothers who were providing contacts started their own education program of the same type, 2) program is dependent on weather conditions and availability of expectant mothers willing to participate, which proved to us to be seasonal, also, 3) unavailability of a reputable agency to continue conducting such classes.

Summary

The staff here consisted of the Coordinator, a trained instructor from the School of Nursing at the University of Buffalo and student nurses who assisted. 22 expectant mothers were reached. They were primarily unwed, on welfare, and school dropouts. Reading lists and books were available at each meeting. Publicity was through slingers distributed to unwed mothers centers, welfare department, and on WUFO Radio and the Buffalo Challenger newspaper.

BOYS CLUB SPORTS MOVIE FESTIVAL

This weekly program was started in January, and continued until the beginning of May in 1969. It was offered at 7:00 P.M. Thursday evenings at the Butler Mitchell Boys Club, Virginia Street Unit. Each program included sports films lasting about 45 minutes and book circulation of sports books supplied by the Niagara Library.

The purpose of this movie festival was to offer some library services to a community practically untouched by the public library. The Boys Club was picked because it attracted large numbers of boys from the surrounding neighborhoods. The sports theme appeared likely as a common interest among boys of differing ages and backgrounds. The books and films were selected with recreational use in mind and it was hoped that a favorable library image could be projected in this way.

The youngsters served by this program are all members of the Boys Club. They live on the Lower West Side of Buffalo, an area within poverty definitions. Their ages run from eight years old to sixteen years. Ethnically, about one-third are Italian,one-third are Puerto Rican, and the remaining third are American Indian, Negro, and other groups.

No special staff training was required for this program. The Assistant Library Community Coordinator and a Detached Librarian conducted the movie hours, and both had prior experience in similar programs.

A total of fourteen programs were run, with a total attendance of 624 persons or an average of 45 boys each week. Approximately 125 books were circulated during the entire program.

Publicity was entirely within the Boys Club in the form of eight large posters displayed throughout the building.

Obviously, the cooperation of the Butler Mitchell Boys Club was necessary in this endeavor. Also, planning on such things as dates, time, films and books to be used, and publicity was done in cooperation with the Boys Club Director.

The program was discontinued for the summer months when use of the Boys Club declines and, at the same time, moves out-of-doors.

OPERATION PAPERBACK

During the early stages of Project LEAP, it was decided that paperbacks would of necessity become an integral part of many of our book collections in the inner city. Since there was no attempt on the part of the library system to purchase paperbacks in any volume, Project LEAP had to justify the advantages of turning to this taboo type of book.

The purpose of this project was to determine how well paperback books would hold up under the heavy use a branch such as the North Jefferson Library would demand of them, and to determine the economic advantages and the psychological impact this material would have on the young adult and adult reading public. To do this, ninety-seven paperbacks were purchased. These were titles that appeared on high school reading lists, Black history, etc., and those that were in demand. In selecting titles, a maximum of seventy-five cents was established for any title. There was no classification and the only processing was the adding of a book pocket and book card. No shelf list was kept. These titles were all titles that were also owned by the library in hard cover. Since paperbacks were not used extensively by the library, publicity was required in the form of slingers, and in library signs. A list containing the titles was kept at the charge machine and when any title was circulated, it was recorded.

Results showed that during the four-month period from August 2nd to December 31st, 1965, each title circulated at least once and as many as eight times. These books all circulated for seven days. A total of thirty-three titles were lost or discarded. The average cost per title was forty-five cents. A Bro-Dart paperback rack was used to house the collection and make it noticeable to the public.

The results proved to the system the great advantages of paperbacks and played a large role in changing the opinions of many librarians. They also proved beyond a doubt that paperbacks are in many instances more appealing to people than hard cover books with the same title. It was from this project that our present policy of heavy paperback use was established. Paperbacks cut the cost per volume and allowed multiple copies so necessary where a high rate of book loss is experienced. At present, we are using an excess of 10,000 paperbacks in collections in the inner city.

SUMMARY

The paperbacks used in this project circulated in an area of about 30,000 persons, mostly Black.. They were found to be very durable and less expensive than their hardback counterparts. Multiple copies were more easily shelved and were better afforded. Because there were multiple copies, better service was offered. Paperbacks circulated for seven-day periods and were aimed primarily at teen-age and adult use. Publicity used included slingers and library signs. Results were good.

PROBATION FILM AND DISCUSSION

The Probation Film and Discussion Program for youth on probation is one of the original programs in the project. It is operated in cooperation with the Erie County Probation Department, held weekly and is in operation at three Inner City branches, namely, Niagara, North Jefferson and Willert Park.

As a means of contact and library involvement of the so-called problem youngsters this program has many advantages. It allows these youngsters to come into the library under controlled conditions of meeting their probation officer, thereby allowing the librarian to create the library image that might make them believers in library usage. Many of these younsters use the library once they find out that the staff members are interested and are not phonies. Many of the youngsters use the library after the probation program and after reporting to their probation officer.

Originally the program was designed to be a book discussion program. This approach was used in the early stages and is still used occasionally. Nevertheless, the youngsters involved asked for a film discussion group because they felt it would serve two purposes. It would allow them to learn rapidly from educational films and this, they felt, would help them direct their reading interest and stimulate their interest in a particular place, person, or thing. So we have been using this approach of showing educational movies and suggesting books to supplement what the film relates.

One of the inner city staff is on hand to show movies and take charge of the library activities. The Probation Department is quite satisfied with facilities and programs provided by project staff members. They prize the opportunity to meet people in the community and create their new image within the community. It should be mentioned here that separate programs are provided for girls and boys on probation. The girls' program consists of films and books and also includes make-up, grooming, manners, fashions, etc.

The probation officer has a case load of approximately twenty boys per week. Therefore, this program reaches about 1,000 boys per year. This program is also the companion to our Student Work Program.

STUDENT WORK PROJECT

From its introduction on May 7, 1965, this program has proved to be one of the most successful in terms of resulting human involvement. The original purpose of the program was to stimulate young people in the community who were in need of help, and at the same time recover the overdue reading material belonging to the library.

The first youngsters were selected at the recommendation of guidance counselors, welfare personnel, and personal interviews. They were picked strictly for reasons involving financial problems, social problems, broken homes, etc.

It then became apparent that youngsters meeting the requirements that we were seeking were a part of another of our programs. This being the program involving youth on probation. These youngsters were needy, on the verge of dropping out of school, in most cases came from broken homes, and all had police records. They appeared to be just the young men we wanted to reach to try to motivate and create an awareness of purpose.

Through close cooperation with the Erie County Probation Department, our student work program has been successful and an interesting example of community involvement. The youth employed in this program are the outcasts of the outcasts. In other words they have problems that cause most agencies to write them off as bad risks.

The youngsters that we employ in this project are males between the ages of fourteen and sixteen. Once hired, each one is trained in a branch library in the inner city for two to three weeks. Training is under the direction of the branch staff and a coordinator from project LEAP. The participants are trained as library pages in order that they may learn library routines and also allow the staff to observe their work with the public. Upon completion of their training in the library, they are sent on house calls with other messengers to collect overdue books.

In addition to collecting overdue library material, these youngsters fill a variety of duties. They are used as library pages in one of our inner city branches; they work as assistants on Lookie Bookie; assist in art classes; assist in civil service classes; assist in Black history classes and assist in film forums and story hours.

Through 1969 a total of thirty-three young men have been employed in our work program, at $2.02 per hour and work varied hours up to twenty-eight hours per week.

PROPOSED AND RECOMMENDED PROGRAMS FOR 1969-1970

The Buffalo and Erie County Public Library is currently meeting the challenge of serving people in the poverty areas. Staff members of Project LEAP (Inner City Project) and four branches located in the inner city are directing creative effort toward bringing the realization of the value of books to people who have never used the printed word. Bookmobile and Lookie Bookie are making stops at schools, churches, and street corners to make books available to as many users as possible.

North Jefferson, Niagara, Watson, and Willert Park operate in the poverty areas of the city. Staff members are cooperating with agency, church, and school personnel for individual and community improvement. The Children's department, Young Adult service, School department, Film department, Education department, and other specialized departments are contributing services to this segment of our population.

Experience indicates however that services to the culturally and educationally deprived demand costly action and specialized techniques for which assistance (funds) are needed.

In many areas of the inner city of Buffalo, library service is not as accessible as it appears to be on a map. Nor is it as accessible as the standards of library service recommend. There are many geographical, neighborhood, and social barriers that reduce this accessibility.

Therefore, the program that we propose is one that will reduce this accessibility gap and at the same time provide library facilities or physical features that would be superior to much of what is now in the inner city of Buffalo. Since library use depends also on the attractiveness of the facilities this type of unit could be made very appealing both interior and exterior.

Our plan proposes the use of trailer libraries that are in essence self contained branch libraries capable of being moved to different locations as demand increases and decreases. These trailer libraries could be used at pre-determined locations throughout the area. The use of parking lots of large stores, city owned property, and other accessible locations would be utilized. Since the units would be fully equipped and self-contained the two primary factors needed to house such a unit would be space and suitable accommodations for electrical power.

Interior features would include shelving collection of books, primarily paper, modern library furnishing, wall paneling, carpeted floors, air conditioning, electrical baseboard, heat, fire detection equipment, fluorescent light (meeting standards for library use), lavatory, medicine cabinet, and other necessary equipment. The exterior would be approximately 12' by 50', and cost approximately $20,000.00 per unit as quoted by Bro Dart Industries, Montgomery, Pennsylvania.

Similar units have been purchased for the Free Library of Philadelphia. Nevertheless their use is somewhat different than we are proposing.

AIM

Our aim is the development of a method for using the Buffalo and Erie County Public Library to help, directly or indirectly, deprived citizens attack their problems and to assist other agencies performing similar tasks.

OBJECTIVES

The primary objective of this project is to spread books and materials over the target area via custom-planned trailer libraries, to create interest in reading, get books into the home by providing more access to library and library services and thus raise the community cultural and intellectual level.

1. Our plan is to spread books and materials and services over the target area via custom planned trailer libraries. Our plan would also provide for the establishing of direct contact between the library and the individual.
   a) Staff members possessing necessary knowledge about the community and trained in promotion techniques would be assigned to operate from this trailer unit.
   b) Staff would be semi-professional,preferably people from the community trained in library techniques, promotion of library, etc., by library staff. Under the supervision of Inner City Personnel.
   c) Books will be selected with high interest appeal in mind. This trailer library will be stocked with a highly specialized collection of book and non-book materials with special consideration given to levels of skills, needs, and interests of the people to be served. The collection will include easily readable recreational books as well as basic materials supporting improvement programs in existence, Black history, children's books, etc., which are in great demand in these areas. Audio-visual equipment could be easily used for these, also.
   d) Our plan would call for using a unit in areas of the inner city where service is not readily available or easily accessible. It would eliminate some need for temporary "store front" arrangements which would not be as comfortable or attractive or as mobile as this concept.

e) Our plan, in summary, would be to provide access to a very modern concept of library services by providing a fully equipped modern library structure on wheels. Unlike a bookmobile this unit would house collections, modern furniture, carpeted floors, and have all the conveniences of the modern library, including air conditioning and modern exterior design.

ESTIMATED COST FOR LIBRARY PROPOSAL

BUDGET CATEGORY

A. Personnel	
2 semi-professional library aides @ $5,200. each	$10,400.
1,000 clerical hours @ $1.70 per hour	1,700.
2,000 page hours @ $1.60 per hour	3,200.
	$15,300.
B. Equipment and supplies	
One trailer library	$20,000.
4,000 books	12,000.
100 Viewmasters	300.
200 Viewmaster reels	300.
100 art prints	600.
One screen (daylight viewing)	250.
One 16mm projector	550.
Films and filmstrips	1,500.
	$35,500.
GRAND TOTAL----------------	$50,800.

RECOMMENDED AND REQUESTED USE OF PHONOGRAPH RECORDS 1969-1970

It is the professional opinion of the Library Community Coordinators that the library's policy concerning circulation of phonograph recordings in branch libraries be reconsidered. It will be established that an expanded media approach must be taken in the ghetto, if the library is to truly provide the materials needed by the community. Further, it will be shown that physical space, maintenance, and circulation control problems can be overcome and that financial considerations can be proven workable.

The most compelling argument for circulating phonograph records in a branch library is the possibility of reaching a part of the community or an age group not presently interested in existing library services. A statement that "records can be used as bait toward book borrowing" would not be fair to the phonograph record as a means of communication. Rather, the library's approach must be one of providing all possible media to an audience in desperate need of visual and audio communications.

It is no secret that lower-income families are not book oriented. Educational and reading levels are low, but the demand for information, education, and inspiring relaxation is extremely high. "...the richest artistic expression of the illiterate -- creator was his music. Many of the superverbal, emotional, and spiritual meanings of man's life are expressed in the tones, shadings, and contrasts of this music. The symbol-system which the Black Man has mastered, and in the use of which he exhibits both subtlety and profundity, is that of the sung and played song." The above is by Allison Davis in "Social Class Perspectives," a segment of the Public Library and the City edited by Ralph Conant.

This choice of a symbol-system or means of communication depends not primarily on the individual, but upon the cultural values and perspectives in which he has been trained by his group. The library has in effect said that "words are only important when on a printed page," to a group that is traditionally oriented to the spoken word. Musical and talking phonograph records are the logical step in the library's endeavor to offer communications to all people.

Specifically, it is proposed that the North Jefferson Branch circulate phonograph records as a pilot project. It is the largest public library entirely within the Black community, and it reaches a large segment of the ghetto. It is also distant enough from the Central Library so that its patronage is unlikely to use the Central facilities.

North Jefferson does a large business with inter-loan record requests from the Music Department. Over thirty requests are sent downtown weekly, mostly by children. In no meaningful way does this service provide the materials needed and demanded by the Community. The library receives dozens of requests daily for records but when patrons realize they must wait a week or more they decline the service. Frequently, the records ordered are not available and different titles must then be ordered. The opportunity to browse through a record bin and to select one's own materials is lost.

If a circulating record collection is to draw in non-library users it must be conspicuously displayed in the library. To the ghetto youngsters, seeing is believing.

To any but the steady patron, an interloan system is a vague and nebulous ruse devised to explain away the library's failure to provide the proper materials. The devoted library user can perhaps understand why a branch library cannot supply certain materials. But to the typical ghetto resident, library use is a spontaneous thing. If this spontaneity is lost by a wait of a week or more, the potential patron is lost to the library.

Not only children, but young adults, pre-school workers, teachers, and parents constantly seek phonograph records at the North Jefferson Branch. The majority of them are not willing to wait for an interloan request. Of course, it is possible for them to travel downtown to Central, but in fact, they don't. If the library is truly interested in expanding its services to the Inner City, it won't question the motivation of its residents, it will accept the ghetto as it is and provide the materials it needs.

It is projected that North Jefferson circulate both musical and non-musical recordings to children, young people, and adults.

Musical recordings for children would of course comprise a large part of the collection. These would include music from popular films, folk music, ethnically oriented music, musical games, and sing-along style records by popular artists. Non-musical recordings would include fairy tales, nursery rhymes, and instructional aids. Slow readers would be motivated by recorded stories which they could take home. Used in conjunction with books, children's recordings would give a deeper appreciation and quicker comprehension of such subjects as literature, foreign languages, dancing, and singing.

It is no secret that young people in their teens find music particularly attracting. Ghetto youngsters find their music even more absorbing and stimulating. Negro spiritual and work songs were the only real forms of communication among slaves, and they were purposely filled with slang and double meaning so as to fool the white master. The young Black today uses his music in much the same way. Certainly, this ethnic, popular music would be included in a branch library collection. In addition, documentary recordings of speeches and special events would be included for teen-age and adult use. A collection of African, West Indian, and spiritualist music would also be made available to both groups.

An obvious question at this point might be "How many people in the poverty areas have phonograph equipment?" The answer is that even welfare families are able to afford a record player. Along with a television set and a transistor radio, the hi-fi is a standard of the household. An informal survey at the North Jefferson Branch indicates that 89% of library patrons own phonographs.

One might therefore reason that if people can afford a phonograph, why should the public library supply them with records? Many bookowners (and ghetto residents do buy paperback books) need the public library's book collection to add depth and breadth to their readings. By the same token, no individual, particularly a financially poor one, possesses the range and depth in his record collection that is desirable. Particularly in the case of children, the recordings in the home are not of good quality, and the library could provide a wide range of musical and story records not normally heard by these ghetto youngsters. The number of requests at North Jefferson for "Cinderella" to "The Wizard of Oz" is staggering, and only the public library can fill this need. Storage, maintenance, and circulation control problems can be worked out. Inexpensive free-standing storage bins are on the market. The records are displayed in them, face out, for easy housing. Organization can be simple and clear, and easily set up by existing branch and Inner City staff. Cataloguing and classification, kept to a minimum, can also be accomplished by existing personnel.

Maintenance of the records appears to be less troublesome than that for books. Although scratches and broken records are unmendable, the sturdy cardboard jackets are certainly stronger than the pages or dust jacket of a book. A simple, felt cloth can be used to wipe records free of dust and lint.

Circulation control poses no particular problems. 7-day transaction cards are already in the branch. Carrying cases like those presently used in the Music Department are easy to use and readily available. Records returned to the library can be checked for condition as is done now in the Central library.

It is interesting to note that the library has accepted the proposal to circulate View-Master slides and viewers from Inner City Branches. A useful step in the right direction, these slides mark a further commitment toward a multi-media approach. With this in view, the library's next logical step in this commitment would be the circulation of phonograph records in its Inner City branches.

Finally, financial considerations must be outlined. It is suggested that all funds necessary for the establishment of a circulating record collection be requested on the Inner City's 1970 budget to be submitted to the Division of Library Development in the summer of 1969.

Below is a tentative budget. Much of the information needed for this was supplied by the Hamburg Public Library with its newly acquired circulating record collection.

ITEM	NUMBER	ITEM PRICE	TOTAL PRICE	MANUFACTURER
Carrying Cases	1,000	.80½	$ 805.00	Frontier Office
Engraved Record Guides	10	3.50	35.00	Demco Corp.
Phonograph Records	1,000	3.50est.	3,500.00	Various
Phono-Jacket covs.	1,500	.32½	487.50	Various
Record browser bin	2	92.50	185.00	Demco Corp.
Record browser tray	1	27.00	27.00	Demco Corp.
Supplies (labels,etc)			50.00	Various
		TOTAL ------------	$5,089.50	

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SATELLITE COLLECTIONS
&
"STATION LIBRARIES"

1. Lakeview
2. Westminister House
3. Neighborhood House

Satellite Collections

A particularly successful inner city service has been a series of book displays and exhibits. These are set up for varying lengths of time from a few days to several months in teen clubs, schools, churches and offices of social agencies. Portable display racks that exhibit paperback books face-out are used.

The books in the satellite collections generally do not circulate from the satellite location. Often there is a sign near the collection giving instructions on how patrons may borrow the titles from their nearest library outlet. The library will then have the material ready for anyone seeking them.

These satellite collections serve many purposes. They, of course, advertise the library to an audience frequently unaware of library services. Special materials can be advertised, such as Black History. A display may compliment a program or festival sponsored by another agency such as a flower show or a nursery school work-shop. The display may be set up in a waiting room where persons can browse through high interest level books. The exact purpose of a satellite collection depends on where it is set up, for how long, to what audience and with what materials.

The population served by one of these collections is from the inner city but beyond that varies in age, sex, race, income and educational level depending on the exact nature of the display.

The satellite collections are planned and set up by the Coordinators. Excellent library artists complement the displays with attractive signs and pictures.

All types of material are used including paperback and hard cover books, phonograph recordings and magazines. Displays have been set up on such topics as Black History, human relations, preschool materials, gardening and multi-ethnic children's books.

Little publicity is used for the collections. An occasional sign may direct persons to a display, but actually the displays publicize themselves.

Each time a satellite collection is set up, inter-agency cooperation is necessary. Such agencies as the Buffalo Public Schools, the Community Action Organization, Head Start, The Rendezvous Coffee House, the 4-H Club, the Y.M.C.A. and many others have jointly sponsered satellite collections.

Lakeview Library

The Lakeview Library is a small, station library, located in the Lakeview Housing Project. It houses a collection of about 2000 books, and is presently opened twelve hours per week. It occupies an apartment, and small twelve-by-twelve foot room serves as the reading room. Use is planned for two upstairs bedrooms in the future. A story hour is offered weekly in a larger room adjoining the library. A "Saturday Morning walk to the Library" takes place weekly, leaving the Lakeview Project for the Niagara Branch Library about ½ mile away.

The Lakeview Library was established for one principal reason. The Niagara Branch is completely isolated by heavily traffiked streets and considerable distance from the Lakeview Housing Project area. Practically none of the Lakeview residents was using this large branch.

The Lakeview population is about 80% Black with high rates of unemployment and public assistance. It is isolated culturally, socially and physically from the rest of the Lower West Side. Until recently, no public or private agencies have attempted to serve its residents.

The Lakeview staff consists of three part-time library pages. Two of them live in the Project and the third lives in the surrounding community. They were trained by the Niagara Branch Staff on library routines and by the Assistant Library Community Coordinator on special tasks at the Lakeview Library. The story hour is conducted by a Detached Librarian Trainee, and books are ordered by the Coordinator.

The Lakeview Library serves mostly children. Some adult materials are provided for parents who do occasionally come in. Teen-age use has been infrequent, but it is improving as a teen club has been formed at the Library.

Almost all of the books are paperback or inexpensive hard covered picture books. All of the materials circulate except for a small reference collection.

The Library and its programs are publicized with slinger and posters throughout the project. A large sign has been installed over the front windows with the name of the library. The Coordinator writes a monthly column called "Lakeview Library News" for the project newspaper.

Neighborhood House and Westminster House

In addition to the Lakeview Library, two other station libraries have been established in the Inner City. They are located in settlement houses in donated space.

At Neighborhood House the Library is adjacent to a teen lounge. All of the approximately five hundred books are paperbacks and they are displayed face-out on wire racks. The library is opened five evenings a week.

The station library at Westminster House is located in a room that has been used as a library in the past. Traditional book shelving lines the walls but movable paperback book racks are also being used. There are about twelve hundred books in the collection, almost all in paperback.

These two station libraries were developed because no regular branch libraries are within a comfortable walking distance of their community. The concept of small station libraries dotting the Inner City is being fully explored in Buffalo. Both of these settlement houses are well supported and received by their neighborhoods. They are well used by all age groups, and the Public Library has operated many programs in them in the past. Thus, they became the logical choice for station library space.

The population served is much the same in both communities. Over 99% of the people are Black, population density is the highest in the city, family income and educational levels are low, and crime rates are high.

BLACK HISTORY CLASSES

BLACK HISTORY

The Black cultural revolution is rightly regarded as the most important domestic event of the postwar period in the United States. Nothing like it has occurred since the upheavals of the 1930's which led to the organization of the industrial trade unions. There have been few other events in our history comparable to the current Black movement. There has been none more important.

It is from the above concepts that so much new interest and concern has been created in an attempt by Black people to find their identity, to establish an image and to become aware of their Black history, life and culture. These demands come strongly from within the Black community and outside from concerned non-Blacks.

The ever increasing demand, especially on the part of the young people, dictated that since little material and instruction concerning Black history curriculum was available, something should be done. A Black history curriculum was worked out and built around approximately seven hundred titles in the Black history collection of the North Jefferson Branch. These titles made up the necessary reading lists. The classes were designed to appeal to young people, junior and senior high school students.

The purpose of this program is to provide factual and meaningful information about contributions and achievements of the Black man, to show the myth and reason why the Black man has not received credit for this cultural contribution, and to create an awareness that the library is the one place where these facts can be found. Sessions are held once a week for eight weeks. Topics covered are 1) Mother Africa, 2) Slavery, 3) Black Contributions, 4) Black Art, 5) Black Nationalism,

6) Black Power, 7) The Present and the Future. Audio-visual aids are used. Summary and reading lists are used at each session.

Each session is set to last two hours. To make this more appealing to the young people, the curriculum was worked out and the topics were chosen after consulting with several young people on what they wanted to cover. Secondly, to appeal to young people, the instructor was chosen from the ranks of the young people. This young man had studied Black history in college and is a member of the Negro History Society of Buffalo. His communication was direct and appealed to the young people. Four series of eight classes each have been held with an enrollment of 345 youngsters and an average attendance of forty at the weekly sessions held in the library.

A similar program was prepared for youngsters from grades one to six and was presented at ten centers outside the library. These sessions were held once a week for six weeks during the summer and included films, stories, poetry, dramatics, and books to teach Black history to smaller children. One of our inner city trainees was responsible for the presentation of this particular phase. Approximately three hundred children were reached each week in this program or a total of 1,800 for the six weeks.

Black history has also been presented to adults through lectures, film programs, discussion groups, etc. Approximately 8,000 adults in the inner city and outside through the staff of the inner city project were reached.

One of the most important phases of the project's involvement in Black history is its constant use as a community resource. Groups wanting to set up programs call for advice. College instructors seeking titles to add to a literature course or a history course or a political science course are constantly using our resources. Speakers needing material call the project office for suggestions. The greatest demand, however, comes from the library patron who just wants to learn about himself.

Attached are some of the materials used and designed by the coordinator, teacher, and participants. Any non-uniformity (non-alphabetized reading list) was intentional.

SUMMARY

The participants came from young people in three high schools and two junior high schools that total about 4,000 Black students. The staff consisted of the community coordinator, who initiated and set up the program; the instructor who is a young Black man with three and a half years of college and who is a political science major. Publicity was handled by 1) slingers distributed at schools and on street corners, 2) community newspaper, 3) loud speakers on Lookie Bookie, 4) word of mouth. Approximately forty young people participate weekly and 345 have or are now enrolled in the program for young people.

SOUL APTITUDE TEST

A score of 11 or less will classify you as a "Soul" failure.

1. "T-Bone Walker" got famous for playing what? (a) Trombone (b) Piano (c) "T-Flute" (d) Guitar (e) "Hambone"

2. A "Gas Head" is a person who has a (a) Fast moving car (b) Stable of lace (c) Process (d) Habit of stealing cars (e) Long jail record for arson.

3. If a man is called a "blood" then he is a (a) fighter (b) Mexican-American (c) Negro (d) Hungry Hemophile (e) Redman or Indian.

4. If you throw the dice and "7" is showing on the top, what is facing down? (a) Seven (b) Snake eyes (c) Boxcars (d) Little Joe (e) Eleven

5. Jazz pianist Ahmad Jamal took an Arabic name after becoming famous. Previously he had some fame with what he called his "slave name." What was his previous name? (a) Willie Lee Jackson (b) LeRoi Jones (c) Wilbur McDougal (d) Fritz Jones (e) Andy Johnson.

6. Cheap "Chitlins" (not the kind you buy at frozen food counters) will taste rubbery unless they are cooked long enough. How long? (a) 15 min. (b) two hours (c) 24 hours (d) one week on a low flame (e) one hour.

7. A "hype" is a person who (a) always says he feels sick (b) has water on the brain (c) uses heroin (d) is always ripping and running (e) is always sick.

8. The opposite of square is (a) round (b) up (c) down (d)hip (e) lame.

9. Money don't get everything, it's true, (a) but I don't have none and I'm so blue (b) but what it don't get I can't use (c) so make what you've got (d) but I don't know what and neither do you.

10. A "handkerchief head" is (a) a cool cat (b) a porter (c) Uncle Tom (d) a hoddi (e) a preacher.

11. Which word is out of place here? (a) split (b) blood (c) grey (d) spook (e) black.

12. If a guy is up tight with a woman who gets state aid, what does he mean when he talks about Mother's Day? (a) second Sunday in May (b) third Sunday (c) first of every month (d) first and 15th everymonth.

13. What are the Dixie Hummingbirds? (a) a part of the KKK (b) a swamp disease (c) a modern Gospel group (d) a Mississippi paramilitary strike force (e) deacons.

14. Bo Diddley is a (a) camp for children (b) cheap wine (c) singer (d) new dance (e) Mojo call.

15. Jet is (a) an East Oakland motorcycle club (b) one of the gangs in West Side Story (c) a news and gossip magazine (d) a way of life for the rich set.

16. Tell it (a) as (b) how (c) like it is, baby.

17. In the term "C.C. Rider", what does "C.C." stand for? (a) Civil Service (b) Church Council (c) Country Circuit Preacher (d) Cheatin' Charlie.

18. "Bird" or "Yardbird" was the "jacket" that his jazz admirers hung on (a) Lester Young (b) Benny Goodman (c) Charlie Parker (e) the Birdman of Alcatraz.

19. You've got to get up early in the morning to (a) catch worms (b) be healthy, wealthy and wise (c) fool me (d) be the first one on the street.

20. People say that "Juneteenth" (June 19) should be a legal holiday because this was the day when (a) Lincoln freed the slaves (b) Texas freed its slaves (c) Martin Luther King was born (d) Booker T. Washington died.

SOUL TEST #2

1. Who was America's first Black poet?____________________

2. Name the surgeon who performed the first successful surgery on the human heart.____________________

3. What inventor holds the patent on the shoe lasting machine, a device which revolutionized the shoe industry?

____

4. What was the name of the first Black newspaper and where was it published?____________________

5. Who was acclaimed as America's earliest great Shakespearean actor?

____

6. Who was the reputed prototype of "Uncle Tom"?

____

7. Who was the principal figure in the development of the blood bank?

____

8. Who is affectionately named the"Lion of Judah"?

____

9. What American athlete holds the Olympic record for decathlon competition?____________________

10. Who was a member of the survey team which helped lay the plans for building the nation's capital?____________________

HOW DID YOU SCORE: 9-10 correct - Superior: 7-8 correct - Good: 4-6 correct - Fair: less than 4 - Poor --- study your class sheets harder.

SOUL TEST #3

1. Who was the founder of the City of Chicago and in what year was it founded?____

2. Who was called the Black Moses of her race?____________________

3. Who was the first Black man to serve as a United States Senator, and what state did he represent?_______________________________

4. Who was the inventor of the first electric stop light signal and in what year was it invented?__________________________________

5. Who was the first man to set foot on the top of the world (North Pole)?____

THE ORIGIN OF THE NEGRO
Reading List

BF 575.P9 A3812	*The Nature of Prejudice -----Allport, G.
GN 29 A4	*Sense and Nonsense About Race -----Alpenfels, E. J.
GN 315 B4 1945	*Race - Science and Politics ----- Benedict, R.
HM 291 B43 1964	Social Change and Prejudice ----- Bettelheim, Bruno
E 185.615 C32	Black Power ----- Carmichael, Stokely
BF 723.R3 C5 1963	*Prejudice and Your Child ----- Clark, Kenneth
E 185 C74	The Invention of the Negro ----- Conrad, Earl
HT 1581 H4 1958	The Myth of the Negro Past ----- Herskovits, Melville J.
HT 1521 M4	Revolution of Color ----- Melady, T. P.
GN 315 A7 1964	*Man's Most Dangerous Myth ----- Montagu, A.
HT 1521 S37	The Race War ----- Segal, R.

BLACKLIST NO. I

MOTHER AFRICA

Lost Cities of Africa	Basil Davidson
Africa - Past and Present	Elizabeth B. Thompson
The Lost Worlds of Africa	James Wellard
The New Africans	Sidney Taylor, ed.
Muntu	Janheinz Jahn
African Beginnings	Olivia Vlahos
Ambiguous Africa	George Blandier
A History of Africa South of the Sahara	Donald L. Wiedner
The Negro Heritage Library Vols. 1 & 2 Emerging African Nations and their Leaders	
Africa and Africans	Paul Bohannan
The African Past	Basil Davidson

NOTE: All titles available at the North Jefferson Branch of the Buffalo and Erie County Public Library

BLACKLIST NO. II
BLACK SLAVERY

Black Mother	Basil Davidson
Antislavery	Dwight L. Dumond
Black Cargoes	Daniel P. Mannix
From Slavery to Freedom	John Hope Franklin
The Negro in Our History	Carter G. Woodson
A Documentary History of the Negro in the United States. Vol. 1 from Colonial Times through the Civil War-Herbert Aptheker, ed.	
A Pictorial History of the Negro in America-L. Huges & M. Meltzer	
The Negro in the Civil War	Herbert Aptheker
The Negro in the Abolitionist Movement	Herbert Aptheker
American Negro Slave Revolts	Herbert Aptheker
Lay My Burden Down	B. A. Botkin, ed.
Reconstruction: After the Civil War	John Hope Franklin

NOTE: All titles available at the North
Jefferson Branch of the Buffalo and
Erie County Public Library
William Miles, Library Community Coordinator

BLACKLIST NO. III
CONTRIBUTIONS OF BLACK PEOPLE

100 Amazing Facts About Negroes	J. A. Rogers
Great Negroes Past and Present	Russell L. Adams
Negro Builders and Heroes	Benjamin Brawley
The Negro America	L. Fishel Jr. & B. Quarles
Great Negro Americans	Ben Richardson
Pioneers and Patriots	V. Dobler & E. A. Toppin
The Negro in Sports	Edwin B. Henderson
Negro Medal of Honor Men	Irvin H. Lee
The Story of Jazz	Marshall Stearns
Three Negro Classics	Anthology
The American Negro Reference Book	John R. Davis, ed.
The Negro in the United States	Erwin K. Welsch
The Negro Cowboys	P. Durham & E. L. Jones
The Negro Pilgramage in America	C. Eric Lincoln

NOTE: All titles available at the North Jefferson Branch of the Buffalo and Erie County Public Library.

BLACKLIST NO. IV
ROOTS OF BLACKNESS IN AMERICA

The Negro in America Culture	Margaret Just Butcher
Soul on Ice	Eldridge Cleaver
Blues People	LeRoi Jones
Dark Ghetto	Kenneth B. Clark
The Negro in America	Arnold Rae
Black Bourgeoise	E. Franklin Frazier
Negro Folk Music U.S.A.	Harold Courlander
Afro-American Folksongs	Henry E. Krehniel
The New Equality	Nat Hentoff
The Black Worker	S. D. Speri & A. L. Harris
The Negro in America	Elizabeth W. Miller, ed.
The Negro Church in America	E. Franklin Frazier
Home	LeRoi Jones
The Negro Family in the United States	E. Franklin Frazier
American Negro Art	Cedric Dover
The Negro Politician	Edward T. Clayton
Marriage and Family Among Negroes	Jesse Bernard

NOTE: All titles available at the North Jefferson Branch of the Buffalo and Erie County Public Library.

BLACKLIST NO. V
BLACK POWER AND BLACK NATIONALISM

Black Power	Stokley Carmichael
Black Nationalism	E. U. Essien-Udom
The Black Muslims in America	C. Eric Lincoln
The Negro Mood	Lerone Bennett
SNCC: The New Abolitionists	Howard Zinn
Crisis in Black and White	Charles E. Eiberman
The Strange Career of Jim Crow	C. Vann Woodward
Black Power and Urban Unrest	Nathan Wright Jr.
Malcolm X Speaks	Malcolm Little
The Autobiography of Malcolm X	Malcolm Little
W. E. B. DuBois	Elliott M. Rudwick
The Negro Revolt	Louis E. Lomax
The Wretched of the Earth	Franz Fanon
Black Skin, White Masks	Franz Fanon
Black Power, White Resistance	Fred Powledge

NOTE: All titles available at the North Jefferson Branch of the Buffalo and Erie County Public Library -- 332 E. Utica St.

BLACKLIST NO. VI
PLAYS AND POEMS

Blues For Mr. Charlie	James Baldwin
American Negro Poetry	Arna Bontemps
Dutchman and the Slave	LeRoi Jones
The Dead Lecturer	LeRoi Jones
The Poetry of the Negro,1746-1949	L. Hughes, A. Bontemps
New Negro Poets: U.S.A.	L. Hughes
A Raisin In the Sun	Lorraine Hansberry
The Blacks	Jean Genet
The Book of American Negro Poetry	June W. Johnson
Kaleidoscope	Robert Hayden
Harlem Shadows	Claude McKay
The Baptism and the Toilet	LeRoi Jones

NOTE: All titles available at the North Jefferson Branch of the Buffalo and Erie County Public Library --- 332 E. Utica St.

BLACKLIST NO. VII
NOVELS AND SHORT STORIES

Pimp	Iceberg Slim
Trick Baby	Iceberg Slim
Five Smooth Stones	Ann Fairbairn
Burn, Killer, Burn	Paul Crump
The Best of Simple	Langston Hughes
Something in Common and Other Stories	Langston Hughes
Another Country	James Baldwin
Going to Meet the Man	James Baldwin
American Negro Short Stories	J. H. Clarke
Tales	LeRoi Jones
Native Son	Richard Wright
Uncle Tom's Children	Richard Wright
The Outsider	Richard Wright
Black Boy	Richard Wright
Manchild in the Promised Land	Claude Brown
The Best Short Stories by Negro Writers	Langston Hughes
The Third Generation	Chester Himes
Go Tell It On the Mountain	James Baldwin
The Cool World	Warren Miller
A Different Drummer	E. E. Kelley
Invisible Man	Ralph Ellison
Mandingo	Kyle Onstott
When the Whites Went	Robert Bateman
The System of Dante's Hell	LeRoi Jones
The Seige of Harlem	Warren Miller
The Man	Irving Wallace
The Confessions of Nat Turner	William Styron
The Premier	Earl Conrad
Go Down Dead	Shane Stevin
Mojo Hand	Jane Phillips

NOTE: All titles available at the Buffalo and Erie County Public Library, North Jefferson Branch --- 332 E. Utica St.

SECTION III

ROCHESTER

1. Demographic Characteristics
2. Programs and Activities for the Disadvantaged

OVERVIEW OF ROCHESTER: SOME FACTS AND FIGURES*

Rochester is an urban community situated astride the lower Genesee River in western New York State. It is primarily a manufacturing city, the dynamic heart of Monroe County, which comprises its metropolitan area and numbered in 1958 approximately 678,000 residents. Nearly three fifths of them lived within the municipal borders which spread out from Lake Ontario on the north to and beyond Elmwood Avenue, some eleven miles to the south, and from the Barge Canal, looping around the southwest, roughly to Winton and Culver Roads on the east, a breadth of approximately eight miles. Its 21,760 acres include 1,930 of park land, some of them jutting into neighboring towns where several suburbs have mushroomed in recent decades. Indeed the built-up portions of five adjoining towns and four adjacent to them extend in irregular patches as far as ten miles in some directions to make a loosely unified community of nearly 500,000 inhabitants.

By 1958, the suburban towns had a population increase of over 42,000, while the population in Rochester had declined about 20,000 in a decade.

Variously known as the Flower City, the Kodak City, the Home of Quality Products, Rochester is also the commercial hub of the Genesee Country. This rich agricultural province stretches thirty-five or more miles to the east and to the west and as much as fifty to the south. The eight counties sometimes included with Monroe in Rochester's service area swell its total to approximately a million people. A land of rolling hills, refreshing lakes, fertile and productive grain and dairy farms, orchards and truck gardens, it sustains many thriving towns, three of which have attained modest urban proportions. This beautiful and prosperous hinterland has within the last decade displayed fresh signs of growth, reflecting and helping to support the resurgent vitality of its central city, whose prospects for metroplitan expansion have acquired a luster comparable to that of the 1920's.

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*Blake McKelvey, "Our City Today," Rochester History, Vol. XX, April, 1958, No. s, pp. 1-2.

Rochester has for over a century held a secure place, population-wise, among the increasingly numerous second-flight cities. While it never attained major rank, it has surpassed several old rivals and fluctuated between twenty-first and twenty-third in 1940. With the upsurge of new urban giants in the West and South, nine bounded ahead during the forties and possibly another three or four since then. Rochester's metropolitan rank similarly declined from twenty-eighth to thirty-fifth during the forties and has probably slipped another notch or two in more recent years. Yet, because of the city's special industrial character--the manufacture of technical and other finished products for nationwide consumption--this renewed vitality throughout its vast market is a guarantee of its own stable growth.

THE NEGRO IN ROCHESTER'S HISTORY*

The largest group of disadvantaged people in Rochester is black. Rochester's black pioneers arrived with the first settlers in the lower Genesee area in the 1790's, and they comprised approximately 3 per cent of the town's inhabitants throughout its village days. They founded the predecessor of the present Memorial A.M.E. Zion Church in 1823, and when that first effort failed one of its youthful members secured a license to preach and as the Rev. Thomas James reestablished the church on Favor Street in 1833 and returned a second time to revive and enlarge it in 1856. The Negroes of Rochester, some 200 in number in 1825, held a gala feast two years later to celebrate the abolition of slavery in New York State. Unfortunately slavery persisted in the South and since slave hunters occasionally tracked fugitives to Rochester, Austin Steward, a local resident and formerly a runaway himself, took the lead in establishing a refugee colony at Wilberforce across the lake in Canada. Both James and Steward were active in the Rochester Anti-Slavery Society in the 1830's and helped to produce The Rights of Man, a short-lived fortnightly. Frederick Douglass, who established his home at Rochester in 1847, soon made his North Star the leading Negro paper in the country and won such wide respect in Rochester that he helped to persuade the city to close its Negro school in 1857; after the Civil War he received a nomination by the Liberal Republicans to the Assembly.

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* From Blake McKelvey, "The Negro in Rochester," Mimeographed, 1968.

The 300 Negro residents of the pre-Civil War days increased slowly in number to 600 by the end of the century but were barely sufficient to maintain the Douglass Club and the A.M.E. Zion Church. As they doubled in number during the next two decades they established Trinity Presbyterian and Mt. Olivet Baptist churches, organized several additional clubs, and helped in 1919 to form a local branch of the NAACP. Their numbers doubled again in the next twenty years.

The 1940's and the Second World War brought a sudden influx of Negroes from the South almost trebling the number resident at Rochester by the end of that decade and increasing it to 23,586 by 1960 - a six-fold growth in twenty years and finally surpassing in number all other ethnic minorities. Poor and lacking the skills needed to acquire the better industrial jobs, most of these newcomers crowded into the dilapidated housing of the old 5th and 7th wards recently abandoned by the dwindling immigrant groups. So rapid was this influx that it overwhelmed the old Negro leadership and the city's welfare facilities and transformed the 7th and later parts of the 3rd and 5th wards into wretched slums.

Alerted by a sudden increase in the number of crimes and by the mounting demand for housing, Rochester began in the fifties to take tardy steps to alleviate the situation. These included the erection of Hanover Houses, Rochester's first public housing project, the construction of the Chatham Gardens urban renewal project, also in the 7th Ward, the building of Montgomery Center in the 3rd Ward, the organization of a Human Relations Commission, the opening of the SCAD office and the creation of the Police Advisory Board, the second in the nation. The Negroes likewise established many new institutions, including new religious groups affiliated with Southern and with Moslem bodies. But confined by poverty and by a pervasive white prejudice to these crowded inner-city districts, many Blacks developed a spirit of alienation, which finally erupted in the hot summer of 1964 in three days of uncontrolled rioting.

Shocked by the unexpected display of violence in their midst, Rochesterians, both Blacks and whites, responded in many ways. Some officials demanded more rigid controls; others sought to admit Negroes to a larger participation in civic functions. The Board of Education considered various plans for the reduction of de facto segregation and hastily developed a bussing program to relieve the overcrowding and high degree of segregation of inner city schools by transporting some of their pupils to outlying city and suburban schools. The social workers redoubled their efforts to serve inner city residents and helped to organize and man the anti-poverty agencies authorized and funded by the federal government. Several church leaders instituted and backed a move to draw the many inner-city organizations together into a representative body which assumed the name of FIGHT (for Freedom, Integration, God, Honor and Today) on its formation early in 1966. Several of the city's industrial leaders have cooperated in the organization of Rochester Jobs Incorporated and other agencies designed to promote the recruitment and training of Negro employees. One firm, Xerox, has backed FIGHT in the establishment of Fighton, a Negro managed and staffed industrial venture which promises to give some of their fellows an experience of responsible leadership in the business world. City planners and urban renewal officials have extended the area of the community's redevelopment efforts to include not only a reconstruction of much of the old Third Ward but a revitalization of most of the old 5th and 7th wards with the responsible participation of their residents under a model City project backed by the federal government.

Thus Rochester's Negro community, which is still growing at a rapid rate, has assumed a major place in the city's contemporary affairs and will play a significant role in its continued history.

For a fuller account see "Lights and Shadows in Local Negro History," by Blake McKelvey, Rochester History, October 1959, and "The Rochester Riots: A Crisis in Civil Rights," by Blake McKelvey, typed copies at the Rochester Public Library.

SELECTED CHARACTERISTICS OF THE NONWHITE POPULATION OF ROCHESTER, N.Y. AND A COMPARISON OF THE ROCHESTER EASTSIDE AND WESTSIDE GHETTO AND FRINGE AREAS *

Census projections	Number	%increase (1950 base)
1950 nonwhite (almost entirely Negro)	7,845	300
1960 nonwhite (Negro plus small Puerto Rican influx)	24,228	460
1964 nonwhite (Negro plus growing Puerto Rican settlement)	32,340	620
1970 nonwhite projection (Bureau of Municipal Research)	48,000	

Census corrections

Observers in and out of government agree that blacks living in poverty areas or ghettos are underrepresented in census figures by no less than 10% and by as much as 15%. This undercount is even greater for black youth or young adults between 16 and 25. Public policy and planning must take into account the missing population. This can be done by introducing corrections for the missing population and for the relative youth of the black population. The correct figures are offered below:

	uncorrected	corrected	% of the total population
1960	24,228	26,650	8
1964	32,340	36,574	12
1970	48,000	58,000	17

Nonwhite population dynamics

The average annual natural increase, correcting for death, is about 1100. The birthrate of Puerto Ricans appears to be slightly higher than that of Rochester blacks.

The average annual net migration rate, in-migration less out-migration, also appears to be in the vicinity of 1100. The net migration of blacks

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* Prepared by Professor Jay Schulman

appears to be dropping off while the net migration of Puerto Ricans appears to be increasing. This latter observation is to be taken cautiously because of the nature of the back and forth movement of Puerto Ricans from Rochester to New York and to Puerto Rico.

The best estimate of the Puerto Rican (Spanish-speaking) population in Rochester is between 8 and 10,000 as of January 1, 1969. It is our expectation that the ratio of Puerto Ricans to blacks in Rochester will increase sharply in the next decade. It is not unreasonable to project a predominantly Puerto Rican ghetto growing up on the fringe of the black Eastside ghetto.

The Eastside ghetto

The Eastside ghetto is an important (large) part of the political unit known as the seventh ward. For purposes of this discussion census tracts in which the nonwhite population exceeds 50% of the total population are considered ghetto tracts or areas or neighborhoods. By 1964, four Eastside areas had become ghettoized (three of these areas had become ghettoized before the 1960 census). By 1969-70 there is a strong probability that three additional areas have become ghettoized or are close to being ghettos. The table below provides information on these areas for the periods 1960 and 1964. All of the figures in this table have been corrected for the undercount and the relative youth of the nonwhite population.

	1960		1964		1960-64	
Tracts	Number of Nonwhites	% NW	Number of Nonwhites	%NW	Change in % NW*	Change in NW %**
11 Joseph Ave.	484	88	679	92	+4	+40
12 Baden Ormond	1569	83	1141	83	0	-27
13 Herman St.	3630	66	3559	75	+9	-2
43 Portland St.	1041	44	1234	58	+14	+19
44 Scio St.	793	19	1516	38	+19	+91
14 Rauber St.	978	23	1350	34	+11	+38
8 Schalman St.	549	16	1250	37	+21	+128

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*The change in the percentage of the nonwhite population is computed by dividing the number of nonwhites living in a particular area by the total population of that tract.

**The change in NW% is computed by determining the difference in nonwhite population between 1960 and 1964 and then dividing the difference observed by the number of nonwhites living in a tract in 1960, the base year.

Interpretations

The Joseph Ave. and Baden Ormond areas are the old Eastside ghetto neighborhoods. It would seem a reasonable assumption that prior to 1960 both neighborhoods were areas of first settlement for Negroes arriving in Rochester from Florida and other Deep South states and from the migrant labor circuit. The Joseph Ave. area, with its relatively high turnover of nonwhites from 1960 to 1964 (40%) still appears to serve as an area of initial settlement, as a receiving area for new nonwhite immigrants. On the other hand, the Baden Ormond area has been losing nonwhite population. Since the large public housing project in the area insures a substantial proportion of nonwhites who remain in the area, it seems reasonable to assume that the area is far less an area of first settlement than it used to be, as the people moving out of the area exceed the people moving into the area.

In all likelihood, the white population who remain living in the Joseph Ave., Baden Ormond, and Herman St. areas are old, psychologically and sociologically immobile, with "sunken capital" in homes or other property, and with few or no exit opportunities open to them. It is interesting that while whites have continued to flee the Joseph St. area there has been no corresponding flight of whites from the Baden Ormond area. On the other hand, the profile of the Herman St. area _at this time_ resembles that of Joseph St. rather than of Baden Ormond. That is, those whites who are able to, move out of the area as soon as opportunities arise and leave behind the immobile.

The Baden Ormond area shows another dimension of the white-black population movement: the proportion of whites living in the area has remained steady, whether due to immobility or replacement, but the proportion of nonwhites living in the area has appreciably declined. What may have happened in this area is that the urban renewal program resulted in a loss of housing units. Another possibility is that more blacks are leaving the area than are coming in. This may be due to a slowing down of particular pattern of migration of Southern blacks into Rochester. It also might be due to an improvement of economic condition which is accompanied with moving to a better neighborhood. Another possibility is that the birthrate is lower in the Baden Ormond area. There is no evidence, however, to support this last speculation. The best explanation would appear to take into account the loss of black population due to urban renewal and the ability of some blacks in the area to afford to move to a better neighborhood.

The Herman St. area has the largest number of nonwhites and the densest concentration of nonwhite population in the Eastside ghetto. There has been an exodus of whites from the area but the decline in nonwhite proportion between 1960 and 1964 makes clear that there has been a considerable turnover in nonwhite population during this period. In short, slightly more nonwhites have left the area than have moved into it. Some clarification of the meaning of these population shifts emerges from an examination of the population growth that occurred in the Portland St., Scio St., Rauber St. and Schalman St. areas. The Portland St. area became ghettoized between 1960-64. There was a considerable flight of whites and an increase in the nonwhite proportion living in the neighborhood. In other words, whites moved out and were replaced by nonwhites. The nonwhite replacements surpassed the number of nonwhites who left for better neighborhoods in the Eastside fringe or who moved deeper into the ghetto. The same patterns occur for the Scio St. and Rauber St. areas. The difference in these areas is that they appear to have been recipients of second-stage settlers. That is, the large majority of nonwhites moving into these neighborhoods appear to be internal migrants in that they have moved from first areas of settlement or occupancy in the Joseph Ave., Baden Ormond, and Herman St. areas. The Schalman St. area suggests this trend even more strongly: a sharp increase in the proportion of nonwhites occurred but an even sharper increase in the nonwhite proportion occurred. The assumption is that the

Scio St., Rauber St. and Schalman St. areas are "better" places to live than are the Eastside ghetto areas.

The Eastside fringe

A fringe area or neighborhood is one that borders on the ghetto but is still predominantly inhabited by whites. That is, a fringe neighborhood is an integrated area--predominantly white, with 10% or more nonwhites also living in the area.

Tracts	Number of Nonwhites	% NW	Number of Nonwhites	% NW	Change in % of NW	Change in NW %
6 Hart St.	197	11	396	25	+14	+101
15 Portland St.	868	21	1228	32	+11	+41
45 Lyndhurst St.	359	17	426	31	+14	+16
Total	1424		2050			

The Eastside fringe area is enroute to ghettoization but will not become ghettos until the early 1970's. Thus the Eastside ghetto is spreading over a larger area and embracing a growing number of people. At the same time that the ghetto spreads outwards new fringes are opened up. Two trends of special interest appear in the Eastside fringe. In a predominantly white area which has lost an appreciable proportion of whites there has been a surge of nonwhite population growth (Hart St. area). The Hart St. area would seem to be an area of second-stage settlement for nonwhites. In the Lyndhurst area nonwhites are replacing whites rapidly but the nonwhite proportional increase has been small, indicating that this area may be a preferred area for higher status nonwhites. It may also be that the higher status nonwhites living in the Lyndhurst area create obstacles to the moving in of lower status nonwhites.

Total population of the Eastside ghetto and fringe

	1960	1964	% change
Ghetto	9,044	11,729	+29
Fringe	1,424	2,050	+44
Total	11,729	13,779	

The percent increase of nonwhites living in the fringe was greater than that of the nonwhites living in the ghetto. However, both the ghetto and fringe nonwhite population was expanding at the same time. What is suggested is a dual process in which the old ghetto expands at the same time that a new ghetto area, comprised by higher status nonwhites, is in the process of formation.

The Eastside slums

A slum need not be a ghetto; nor need a ghetto be a slum. A ghetto area is one in which a particular ethnic or religious group, whose members share many common values, comprise a majority of those who live in the area. A slum, on the other hand, is an area which is characterized by an observable state of physical dilapidation and by a high degree of social disorganization. For purpose of this discussion, an area is a slum when its housing stock shows a high degree of dilapidation and when a high degree of its population is of low social status. The census data permit the population of each area to be ranked on four social variables: degree of adults with an eighth-grade education or less; degree of population in service and labor trades; degree of people and families with a poverty income (less than 3000 dollars for a family of four); and degree of unemployed. An area that scores high on the degree of housing dilapidation and high on three of the four status indicators is considered a slum area.

Slum areas (1960)	Dilapidation	% of adults with 8th grade or less	% in service and labor	% in poverty	% unemployed
11 (Joseph Ave.)	+	+	+	+	+
12 (Baden Ormond)	+	+	+	+	+
13 (Herman St.)	+	+	+	+	-

All three of the 1960 nonwhite ghetto areas were also slum areas. Slums are vulnerable to ghettoization and lower-status ghettos facilitate or accelerate the development of slums. Joseph Ave., Baden Ormond, and Herman St. areas were inhabited by a high proportion of low-status nonwhites. These data offer some supporting evidence for the contention that while these slum areas are the first neighborhood of settlement for nonwhites coming to Rochester, there is also a movement of nonwhites from these ghetto slum areas into better ghetto areas or fringe areas.

Semi-slums

A semi or quasi-slum is an area which is either physically dilapidated or which contains a high degree of people who score high on the low status variables discussed above.

Semi-slums (1960)	Dilapidation	% adults with 8th grade or less	% in service and labor	% in poverty	% unemployed
43 Portland St.	+	+	–	–	–
6 Hart St.	+	+	–	–	+
8 Schalman St.	+	+	–	–	–
45 Lyndhurst St.	+	+	–	–	–

The poor state of housing in the Portland, Hart, Schalman, and Lyndhurst St. areas had cast these areas into semi-slums by 1960. The

Portland St. area had become a full-fledged ghetto by 1964. The other three areas have either remained transitional or have become ghettoized in the last five years. What is important about all four of these areas is that while the housing in the areas shows a high degree of dilapidation, relatively fewer low status nonwhites live in these areas than reside in the slum areas. In other words, on the Eastside where there are few neighborhoods with good housing opportunities for nonwhites, nonwhites, when they have accumulated some resources, seek to move to areas which have fewer lower status nonwhites. It would seem that one dimension of nonwhite mobility in a situation in which housing is seldom available is to seek out areas in which reside more people of similar status. Nonwhites, it would seem, are most likely to move from slum areas to semi-slum areas which also attract nonwhite first settlers. The interaction between low-status newcomers and high-status oldtimers would seem to contribute to the fragmentation of nonwhite leadership in all of these areas.

Nonslums

A nonslum in this context is an area in which there are low degrees of physical dilapidation and score low on at least two of the four status pyramids. Three such nonslum areas exist on the borders of the Eastside.

Nonslum areas (1960)	Dilapidation	% of adults with 8th grade ed	% in service and industry	% in poverty	% unemploye
44 Scio St.	–	+	–	–	–
14 Rauber St.	–	+	–	–	–
15 Portland St. B	–	+	–	–	–

All three of these nonslum areas experienced appreciable population growth during the 1960-64 period. It seems clear that these three neighborhoods or areas are the higher status neighborhoods on the East Side. These areas are sought out by Eastside nonwhites because of the better condition of housing and because of the nature of the people living there. In a slum or semi-slum there are a lot of families or households with more than four people. However, in the Scio Street, Rauber Street, and Portland Street B areas, there are relatively few families with more than four people. In a nonslum there should be a greater degree of homeowning. This is true for the Scio Street and Rauber Street areas but not for the Portland Street B area. Finally and most important perhaps is that all Eastside areas share one characteristic in common. In each area ther is a high degree of adults who have high record of unemployment. This shared characteristic of Eastside nonwhites points up the tendency of new settlers coming up from the South or from the migrant labor circuit to choose the Eastside as their point of initial entry to Rochester.

The Westside ghetto

The Westside ghetto is a large part of the political unit known as the third ward. By 1964 five Westside areas had become ghettos. Three of these areas were ghettos by 1960. By 1969-70 two additional areas have probably become ghettoized. The figures given in the table below have been corrected for the undercount.

Tracts	1960 Number of Nonwhites	% NW	1964 Number of Nonwhites	% NW	1960-64 Change in % NW	Change in NW %
3 Troup St.	1550	69	1421	69	0	-8
4 Clarissa St.	2929	52	3519	67	+15	+20
27 Bronson Ave.	3194	65	3600	79	+14	+16
64 Jefferson Ave.	1729	31	3510	62	+31	+103
65 Seward St.	1648	46	2410	70	+24	+46
66 Magnolia St.	350	12	1164	38	+26	+265
Total	11400		15624			

The proportional increase in nonwhites from 1960-64 in the Westside ghetto was 37%.

The Westside Fringe

Tracts	1960 Number of Nonwhites	% NW	1964 Number of Nonwhites	% NW	1960-64 Change in % NW	Change in NW %
1 Andrews St.	110	11	103	10	-1	-15
26 Brown St.	606	16	1150	33	+17	+90
69 Cottage St.	329	11	762	25	+14	+131
Total	1045		2015			

The proportional increase in the nonwhite population between 1960 and 1964 was 94%.

Summary Table for Westside and Eastside Ghettos and Fringes

	Westside			Eastside		
	1960	1964	% Change	1960	1964	% Change
Ghetto	11,400	15,624	+37	9,044	11,729	+29
Fringe	1,045	2,015	+94	1,424	2,050	+44
Total	12,445	17,639		10,468	13,779	

The Westside Slums

Slum areas (1960)	Dilapidation	% of adults with 8th grade or less	% in service and labor ind.	% in poverty	% unemploy
3 Troup St.	+	-	+	+	+
The Westside Semi-slums					
4 Clarissa St.	+	-	+	+	-
27 Bronson Ave.	+	-	+	-	-
1 Andrews St.	-	+	+	+	+
The Westside Non-Slums					
64 Jefferson Ave.	-	-	-	-	-
65 Seward St.	-	-	-	-	-
66 Magnolia St.	-	-	-	-	-
26 Brown St.	-	-	-	-	-
69 Cottage St.	-	-	-	-	-

Distribution of Eastside and Westside nonwhite population by quality of area

	Eastside			Westside		
Quality of area	1960	1964	% Change	1960	1964	% Change
Slum	5,683	5,379	-5	1,550	1,421	-8
Semi-slum	2,146	3,306	+54	6,233	7,272	+15
Non-slum	2,639	4,094	+55	4,662	8,996	+93

% of Eastside and Westside nonwhite population according to socio-economic quality of area and ghettoization:

	Eastside				Westside			
	1960		1964		1960		1964	
Quality of Area	G	NG	G	NG	G	NG	G	NG
Slum	100	-	100	-	100	-	100	-
Semi-slum	74	26	75	25	98	2	99	1
Non-slum	67	33	70	30	80	20	79	21

Analysis

The one slum ghetto area on the Westside has lost in nonwhite population from 1960 to 1964 while the ratio of nonwhites to whites has remained constant. This finding would seem to support the speculation that the flow of low status from the South has been slowly leveling off. This leveling off has been happening as some slum dwellers make their way out of the slum, but not out of the ghetto.

The black Westside semi-slums (the Andrew St. area is a white semi-slum and will not be considered any further in this discussion.), Bronson Ave. area and the Clarissa St. area, have experienced considerable growth in the ratio of nonwhites to whites, that is, both of these areas have become increasingly ghettoized, and both have gained moderately in the proportion of nonwhites. Whites have continued to move out of these areas; they have been replaced by nonwhites and more than replaced as some nonwhites from the Westside and Eastside have slightly improved their condition.

Five Westside areas are non-slums, that is, they show no slumlike characteristics. This does not mean that these areas are middle class in character. What it means simply and only is that these non-slum areas are better places to live in the sense that there is very little physical dilapidation present and that there is something of a middle class living in these areas. What is especially noteworthy is that only two of these nonslum areas are integrated while the other three areas were ghettos as long ago as 1964. Indeed it is striking that four of five nonwhites who in 1960 were living in nonslums (better neighborhoods) were also living in ghettos. Bit if that finding is striking it is far more striking that five years later the situation had hardly changed at all. In short, improvements in economic condition of nonwhites is not associated with the ability to depart from the ghetto if that is their choice. The ghetto is imposed on nonwhites living in Rochester regardless of their economic status or their desires. The imposition of ghetto living on Rochester nonwhites means that nonwhites must interact with one another and will interstimulate one another. Under this circumstance it is easy to understand the social basis for the development of an ethnic consciousness, and to predict that black and Puerto Rican racial or ethnic consciousness will continue to develop and spread among nonwhites in Rochester. Ghettoization and the deepening and widening of ghetto areas is one of the main factors underlying the emergence of black militancy and black self-consciousness.

As might be expected, it is the nonslum areas that have experienced the greatest nonwhite population growth on the Westside. The four areas that show the largest nonwhite population growth are the Magnolia Street and Jefferson Street areas (ghetto areas) and the Brown Street and Cottage Street areas (integrated areas). That is, better areas attract nonwhites regardless of whether they are ghetto or integrated areas. Presumably, the higher status nonwhites are more likely to have the resources and the desire to penetrate a predominantly white neighborhood. The whites in both types of areas appear to respond in the same way by flight. Witness the very high changes in the ratio of nonwhites to whites in these areas. It appears that the whites who are most likely to flee at the first penetration of an area by nonwhites are low-high status whites. Low status whites, on the other hand, tend to remain for they lack the resources to seek alternatives.

PROGRAMS AND ACTIVITIES

The description of library programs and activities was provided by the library staff who had been or who are currently working with outreach programs. The study team was not satisfied with these descriptions because our observations led us to believe that they do not adequately describe the quality and positive features of programs presented here. On the other hand, the team was not in position to prepare these statements because we were not on the scene to observe the original planning and most of the operation of programs.

The study team learned from contacts with community leaders, persons who had participated in and benefited from library programs, and from other sources that many highly desirable and commendable things had been done by the library for the target population. Seemingly, records had not been kept of these. Therefore it was extremely difficult to recapture the dynamics and qualitative aspects of some programs we would like to have reported in this section.

PROGRAMS AND ACTIVITIES

There is a belief in the Rochester Public Library and Monroe County Library System that a library program for serving the unreached includes certain basic requirements:

1. Strong committment on the part of the library administration, board of trustees, city government officials, the public service personnel and supporting staffs is necessary. Library staff members must be willing to listen, learn and adjust attitudes, programs and materials selection policies.

2. The library must be alert to and respond to inner city organizations and individuals in their search for identity, power and improved status.

3. Effective two-way communications must be established by the library with inner city residents to provide a means of publicizing the availability of educational and informational services and materials. Conversely, the library must learn what materials, information and services are most relevant to, needed by and useful to this segment of the population.

4. The library must identify and communicate with other agencies, public and private, also engaged in service to this population.

5. Library planning must be made with the people involved, not for them.

6. There must exist on the part of libraries willingness to explore and use multi-media; to consider the library as a communications center in every sense of the word; and to undertake seriously the role of "information brokers".

7. There must exist patience and a long-term point of view - a willingness to accept small successes and to persevere. Continuity is a very necessary part of this area of service.

8. Quick, sure and sincere responses that satisfy all inquiries to the best extent possible is an integral part of outreach service and reaching the unserved on the part of libraries. No leads, no matter how small should be overlooked.

To provide an overview of the extent and kinds of library services and activities in the Rochester area, a checklist approach seems most worthwhile.

For purposes of easy access, the following group headings are used: Programs and Activities, Materials and Collections, Facilities, Library Staff and In-Service Training.

Underlying all of the efforts for reaching the unserved is the basic idea that "Outreach" is considered as a "full-circle" concept. A greater goal is desired beyond just extending services, dropping-off or giving away library materials - although these approaches have been used. Most of all, the final result desired is that the library at least certain areas and aspects will be made known as meaningful and that these services, programs and materials will be remembered and used. This is based main ly on the realization that at best only a very limited amount of the many resources available can be deployed in small collections.

Throughout the areas listed there will appear again and again references to agencies, public and private. This points up another consideration of great importance. It is often necessary to inform agency personnel of library resources useful to them as well as their clients. It's amazing how many professionals do not know what is available in the libraries.

It has also been discovered that if a plan for service is basically sound and useful it will apply in many situations with adaptation (not adoption) of the principles involved.

PROGRAMS AND ACTIVITIES

Migrant Programs

Paperback books have been supplied in quantity at the "community center" and health building of some migrant camps. Storytelling and book collections (in Spanish and English) have been provided at various Migrant Day Care Centers.

In the Pioneer Library System there are camps that have predominately Black, Puerto Rican or Mexican American workers. There is great need for selection based on ethnic content. In many instances, the library furnished books, basic education materials and films for programs conducted by other agencies. It is hoped that service in this area can be made more meaningful and extensive through future work with established programs of migrant service at the State University Colleges at Geneseo and Brockport.

Manpower Training and Development

Here, within a year from the time of initial contact, the library collection went from one magazine to a "Library Corner" (furnished with vending machine proceeds) with a collection of books serviced by the Extension Department. Assistance has been given in materials selection and display. The big moment here was the Grand Opening of the library corner, complete with ribbon cutting, that heralded a week of library activity - film programs and book talks at the center and tours of the library facilities.

Settlement Houses

The many services that are rendered include story hours (some in Spanish where needed) film programs, bookmobile service as part of summer day camp activities, and collections for tutoring programs, teen paperbacks and various informational needs of the staff.

Commonwealth of Puerto Rico

About twenty books covering such areas as parliamentary procedure, community organizations, etc. (subjects requested by the staff) were placed here about three years ago and are still being used.

N.Y.S. Department of Labor, Youth Opportunity Center

Described by the director as "one of (their) most worthwhile ventures" is the paperback collection placed in the waiting room. The staff members also learned about and now borrow framed prints (on their individual cards) to brighten the wall of this agency.

Day Care Centers

Library Aides have discovered some out-of-way centers to add to those already known. Story hours and film programs are the most useful services offered here. Occasionally, small book collections are placed at the request of the center director.

Head Start

Librarians go to the centers to tell stories and frequent trips are made to libraries for story hours as well. Usually the program is scheduled for the entire season in advance.

Tutoring Programs

Arrangements for Literacy Volunteers to use library facilities are often made through the consultant's office.

By far the most successful program was that in cooperation with ASPIRA (a Commonwealth supported program aimed at Puerto Rican youth). Housed in a neighborhood branch, it grew from one night a week to a full-blown summer program. The "language lab" made great use of the library record player.

Art Festival

Since 1965, the library has had space at the Joseph Avenue Art Festival, in the inner city area. During the last few years, the librarian has participated in the planning for the festival.

"Black Backgrounds" Series

Several divisions of the Main Library sponsored this program on five successive Saturdays in January and February. A "series highlighting American Negro Heritage through history and the arts", this was highlighted with a display of African fashion and artifacts.

Other Items

A tour of the library in Spanish as part of the orientation program of the local Puerto Rican anti-poverty agency.

Collections of books have been placed in the anti-poverty centers, the Urban College, Literacy Volunteers library, a health center waiting room and at various "drop-in" centers for teens and children.

There has been participation in orientation programs, for new teachers of the city school district within the library and at the schools.

Coffee hours for agency personnel and neighborhood people have been held in the libraries. A most successful way to meet people, exchange ideas and extend acquaintanceship of others!

MATERIALS AND COLLECTIONS

Ethnic Materials

A Negro Heritage Collection was initiated with LSCA Project funds and is now an integral part of an inner city branch with special funds for its development. It has been widely used, especially by youth.

Also launched under Project funding was the Ricon Espanol (Spanish corner) in another inner city branch. This was formally announced with an afternoon of partying, dancing to a combo, puch and cookies. Spanish language and bilingual materials are being added regularly. They include recordings and films also.

A special model collection of juvenile multi-ethnic materials is available in the consultant's office. Books may be examined in the office, or taken out for special displays. Based on these titles, a special list "Books Relating to the Urban Child" has been printed.

Capsule Collections

Five areas of special concern were selected as the subjects for individual study units. These lists include not only book titles but also films, filmstrips, journal articles, recordings or any other materials that serve to make a complete presentation of the problems from materials available in the library. Requests from schools, library schools, institutes, public libraries and colleges continue to be filled.

Paperbacks

Following a special workshop on the use of paperbacks (see In-Service Training), many things happened - including a mini-proposal for a special paperback project under Title I funds that is now underway. In addition, great numbers of paperbacks are being used for school visiting by Young Adult librarians. One of their main resources is a special "Paperback Pool" - made possible by extra local budget funds.

Paperbacks are being used extensively for children's programs, also in collections for tutoring programs and in the "Red Wagon."

Films, Recordings, Filmstrips

A large number of these materials featuring Black Artists or whose content deals with Negro History, poverty and the problems of urban growth and change have been and continue to be added to the library collections.

Special grants have made it possible for libraries to build up their collections in the areas of urban problems, Negro History and paperbacks of high interest to young people.

Public Relations Materials

Now in process is a brochure to explain the availability from the library of free information and services. Ten cartoon-like presentations of such problems as money matters, home repairs, child care and language needs illustrate with a minimum amount of text the kinds of materials one can find in the library - including books, films and recordings.

Signs are being designed in English, Spanish and Italian. A new short concise introduction to the library will soon be available in Spanish and English.

"Books-to-People", a program providing "on-the-spot" collection of materials to be borrowed has been used by many inner city groups and groups studying urban problems.

FACILITIES

In the Main library building a lounge area has been made available on the second floor, complete with television. For special events, a second TV is used in the lobby.

Genesee Branch

In addition to informal discussion about the questions of need, site, staffing, program and design for this new inner city branch, a survey was conducted and advice and help was asked of the local anti-poverty agency, a local Black Power group - FIGHT, the trainees and staff of the Manpower and Development Training Center, the Urban ministers groups and the urban renewal advisory committee.

Accent on non-print materials and the equipment for its use; the need for open spaces easily adaptable to changing demands, a community information center, a rather sizable all-purpose meeting room, space for independent or group study and tutoring; the desire to make available large display areas and a sizable, versatile children's area, to create open inviting and enticing vistas; the decision to try a non-graded collection of non-fiction, subject interest grouping of materials and face-up shelving of books has resulted in an exciting building incorporating many innovative approaches including interior "landscaping". This is by far one of the most exciting occurances of the past few years.

Lincoln Branch

Not far behind Genesee in excitement is the decision to convert this other inner city branch into a multi-media center. The branch head calls it an "Adult information materials center". And this during an era of austerity on the part of the city!

Physical changes will include a new entrance with emphasis on a lounge area - the charging desk to one side, special areas for the use of audio visual equipment, and a new meeting room.

Much time and effort has gone into the selection of films, filmstrips, pamphlets, books, tapes, etc. that present clear, uncomplicated answers to everyday problems relating to home, jobs, community organization, urban renewal and other areas of interest as expressed by the community. Great care has been taken to relate the material to specific needs or ongoing programs in the community.

Inner City Bookmobile

This was the first and possibly the only example of school district - public library cooperation in the use of Title I federal funds to establish bookmobile service to all schools in the inner city. It also exemplifies the determination to keep a good service alive in the face of fiscal problems. Simply stated, cessation of federal funding led to county funding when this was discontinued, staff determination led to realignment of the library budget that has meant continued service.

STAFFING PATTERNS

The Library Aide Program

A civil service position in Rochester and Monroe County, there are now nine positions in the library budget; three to be filled in cooperation with the local New Careers program of the Department of Labor; and two positions in the library budget. This has been one of the most exciting experiences in the library. Much of our effort in this area was a result of the ideas put forward in New Careers for the Poor.

Lincoln Branch

In order to free the branch head for community contacts and for the special planning needed, an additional professional and Aide were added to this staff.

Genesee Branch

For this new branch, it was decided that of first importance the Branch Head needed to be a Black male figure with an understanding of the community, a desire to work there and the ability to plan relevant programs and services. The library was fortunate to secure a person with these qualifications and library experience.

YA Regional Specialist

A Young Adult specialist, freed from branch responsibilities, is now available to help regular branch staff determine needs, programs and materials for more effective work with young people.

Youth Programs

The library has cooperated with the National Youth Corps and Project Uplift (Urban League) to provide job experience for inner city youth. Provision has been made on the regular library staff for a supervisor for these programs.

Library Cadets

Not to be overlooked is the growth in participation by library cadets in the recruitment program in outreach programs. In 1965, cadets were involved in only one outreach program at a migrant camp and in a number of community surveys.

In contrast in 1969 they participated in no less than twelve including programs at migrant camps, with the Red Wagon, at Head Start, playgrounds, day camps, the beach and nursing homes.

This area of service seems to have particular appeal to large numbers of young people who otherwise might not consider librarianship.

Outreach Consultant

This position was created as a direct result of the original LSCA project. The consultant is a member of the system headquarters staff and of the administrative team of the Rochester Public Library. A senior Library Clerk is the other member of the Outreach team. This means that very few public service programs are activated by this office. Rather it is the position to create ideas, assist in materials selection, generate enthusiasm, assist in training and encourage and facilitate communications with the community.

The Outreach Consultant has special responsibilities and provides special services that include:

1. Acting as a resource person not only for the librarians in the system, but also for the public, agency and school personnel and the staffs of other systems.

2. Maintaining a file of resource people for programs, mailing lists, etc.

3. Assisting in the development and selection of book lists, bibliographies and library materials.

4. Keeping librarians informed about new developments and changes.

5. Suggesting, directing and participating in training of library personnel.

6. Participating in institutes, courses, workshops, seminars, in order to keep up with changes and new ideas.

7. Communicating with all segments of the public to explain, promote, inform and educate about this area of library service.

8. Acting as liaison with agencies, the state employment service and the library to recruit and direct the training of library Aides.

9. Researching to provide demographic and other information as needed.

10. Serving on various committees and groups in the community, i.e. Urban League, Upward Bound, Migrant Health Committee, etc.

11. Providing leadership in devising and promoting services to such unreached segments of the population as the blind, physically handicapped and senior citizens.

IN SERVICE TRAINING

Whenever possible library staff is involved in the selection and implementation of materials and programs.

Workshops

Subjects covered or being considered for library workshops span the areas of use of paperbacks in the library, adult basic education and service to the blind and handicapped.

Personnel from other agencies are often invited to provide insight and exchange ideas and suggestions. They also get first hand information of library services useful to them and their clients.

Dan Fader was the principal speaker for a most successful program on paperbacks. One direct result is the present paper back book project made possible with LSCA Title I funds.

Many staff members from the main and community libraries have attended workshops and meetings at other agencies at the request or advice of the consultant's office.

Staff Meetings

Presentations by the Outreach Consultant or representatives from agency personnel working with the disadvantaged are a continuing part of staff and department meetings.

Sensitivity Training

Over thirty staff members from the system have participated in the sensitivity training sessions offered by the Industrial Management Council.

Bus Tours

A most effective "training" session can result from tours of the ghetto and its service agency. Arrangements to include library trustees as well as administrators and staff produced excellent results.

Library Aide Training

With the Outreach Consultant acting as coordinator, library staff members provide most of this training. A diversity of group "classroom" type instruction is combined with on-the-job training. Visits to community agencies and explanation of their services is considered a necessary part of this training. All Aide training includes instruction in the use of audio visual equipment.

Outreach Consultant

In addition to the training received by other staff members, the Outreach Consultant has attended institutes on Basic Adult Education, Services to the Disadvantaged and School Desegregation; seminars; courses in the use of audio visual materials; and various workshops and meetings sponsored by such diverse agencies as the Monroe County Extension Service, Council of Social Agencies and American Society for Public Administrators.

FRIENDS Participation

The FRIENDS of the Rochester Public Library have involved and furnished financial assistance in the following ways:

1. Sponsoring coffee hours and dinners in the libraries for inner city groups. At these affairs library services were explained.

2. Furnishing equipment such as the Red Wagon for the program of the same name at one of the branches.

3. Booking speakers for annual meetings and Books-Sandwiched-In programs who "told it like it is".

4. Inviting Library Aides to FRIENDS board meetings to hear first-hand about this area of library service.

5. Earmarking a $1,000 fund for inner city use. This fund was used to defray the recruiting expenses for a new librarian.

PUBLICATIONS

Publications from the Outreach Office include these titles:

"Collections in a Capsule"
"Education of the Culturally Deprived"
"Insights Into Poverty"
"Negro History and Culture in America"
"The White Problem in America"
"History of the Civil Rights Movement in America"
"Books Relating to the Urban Negro Child"
"The Library Aide Program at Rochester Public Library"
"Sociological Assistance to a Library in Reaching Non-Users"

CONCLUSION

The main idea of the outreach services in the Monroe County Library System has been to change attitudes and approaches to library service. These efforts have been designed not only for the library personnel, but also for agency personnel throughout the city and county.

We find we are only beginning, and currently running faster and faster (like Alice) to provide those services found in libraries during the 20' and 30's. The ideas of service are not that different; the clientele and its demands (or lack of them) are.

Today we have to attack the poverty of hope and spirit, rather than economics; and we must find the materials with which to do it. There is a need to kindle the belief in education and informational resources and the idea that the library is the place to discover them. Formerly, this was not necessary; the desire for and understanding of knowledge was there.

There is evidence of change; we have made a start, but have so far to go, that great successes do not yet really play an impressive part in our scene.

SECTION VI

THE SYRACUSE PUBLIC LIBRARY

1) An Overview of Syracuse
2) Demographic Characteristics of Syracuse
3) Programs and Activities for the Disadvantaged

AN OVERVIEW OF SYRACUSE

AN OVERVIEW OF SYRACUSE

The intersection of two super-highways, the East-West New York State Thruway and the North-South Interstate 81 or PennCan Highway literally establishes Syracuse as the crossroads and central distribution center of New York State.

In the early history of Syracuse, the salt springs situated around Onondaga Lake provided a natural resource which made Syracuse the first place in the United States where salt for commercial purposes was obtained other than from sea water.

The early development of the salt industry gave impetus to the continued growth of the city by making possible cheap transportation; first, by the Erie and Oswego Canals, which were opened about a century ago; and later by the development of the railroads, which now constitute a part of the New York Central and Erie-Lackawanna Systems, traversing the entire state. Later, the development of the Syracuse New York State Barge Canal was added to its transportation facilities. The New York State Thruway with five Syracuse interchanges was opened in 1954. Construction of the Penn-Can Expressway is completed north through Watertown and south of Syracuse to Cortland. Syracuse is at the crossroads of the Thruway and the Penn-Can Expressway.

The City Today

Conditions favorable to the development of industry and commerce have placed Syracuse in the group of major cities with over 200,000 population, in slightly over a century from the date of its incorporation as a crossroads village. The population for 1960 as shown by the U.S.

Census report was 216,038. Population of Onondaga County was 467,000 in 1966. The population of greater Syracuse today is 452,175 and the standard metropolitan statistical area is 737,632.

Syracuse's present area is 26 square miles.

The early salt industry is no longer in existance. In its place has grown a larger group of modern factories employing 71,000 workers and making diversified products annually valued at more than $500,000,000 operating at normal capacity. Conventions bring more than 70,000 visitors to Syracuse every year, and contribut to the income of the city.

DEMOGRAPHIC CHARACTERISTICS OF SYRACUSE

POPULATION CHARACTERISTICS

Syracuse and the nine towns[1] which surround it had the highest rate of growth of any metropolitan center in New York State, excluding New York City, in the decade from 1950 to 1960. However, the City of Syracuse lost population during that ten-year period, and contributed much to the growth of surrounding towns.

The remaining population of the City changed its character in the following aspects: The younger and older groups increased in proportion to the middle age groups, and there was noticeable increase in the percentages of retired, Negro, and native-born segments of the populace. Incomes and educational levels have increased, but not in proportion to their increase in the rest of the metropolitan area.

Population Changes 1900-1960

In the 60-year period from 1900 to 1960 sharp population gains were recorded by all political jurisdictions in and near Onondaga County, of which the City of Syracuse is the urban center. However, the extent of the increase differed sharply--the City's population only doubled while there was six-fold increase in county population for the towns. Most of the increase in county population has been in the towns surrounding the City. In the last ten years, gains for the nearby suburban towns were accelerated while the City lost population. This is a trend common to other upstate metropolitan areas, as well as to most urban areas in the nation.

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[1] Camillus, Cicero, Clay, DeWitt, Geddes, Lafayette, Manlius, Onondaga, Salina.

Note: Material in this section was taken from General Plan, Area Characteristics, Syracuse, New York, Syracuse: City County, Planning Department, 1967.

Note: Demographic material for this section was prepared primarily by Professor Charles V. Willie.

In the 1950's, movement to the suburbs reached a peak and the City's population declined by 45,545, but population in the towns increased by 67,852. Since most of these gains have been in the town closest to the City, the entire urbanized area has not only become larger but also contains the bulk of the county population.

If the entire SMSA[2] is considered, however, the increase over the sixty year period is reduced sharply to two-fold since two much slower growing counties, Oswego and Madison, are part of this metropolitan area.

The major conclusion from this historical review is that the City is an integral part of the county and surrounding area. While the City has problems peculiar to itself, as does the remainder of the county, the perspective is one of growth for the entire urbanized area.

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[2] The Syracuse SMSA (standard metropolitan statistical area), includes the City of Syracuse, and Onondaga County, as well as Madison and Oswego Counties. This definition came into existence for the first time in 1960 but it has been extended backward so that comparison data can be presented.

Population Characteristics

The characteristics for 1950 and 1960 indicate that the population which has been moving from the City to the surrounding areas has been the higher income, better educated segment. A greater proportion of those who have remained in the City are the less educated and low income groups than the surrounding areas;[3] the tendency for a relative increase in the size of the low income groups may be offset by new housing programs such as the Presidential Plaza in the Near East Side urban renewal area, which is designed to appeal to new immigrants as well as present residentials in the middle and higher income brackets.

Because of its concentration of population, the City of Syracuse has the highest population density of any urban place or other jurisdiction in the SMSA. However, the decline between 1950 and 1960 in the size of the City's population also cut gross density, a decrease that was not reflected for the county or the SMSA. The overall percentage of foreign born population in the area has decreased from 1950 to 1960. No unit--village, town, city, county or SMSA -- has had an increase in the ratio of the foreign born to toatal population.

This is not the case with the non-white population. For this group, there have been significant increases in the city, county, and SMSA between 1950 and 1960.[4] The high proportion of non-whites in the county and in the SMSA in 1960 is a reflection of the rising number of non-whites in the City's population. The non-white population in the City has increased as a percentage of the total City population for two major reasons: 1) an absolute increase in number and 2) an outmigration of the white population to the suburbs. Negroes are concentrated in a few areas of the City, major sections of which have been designated in the Community Renewal Program Report for rehabilitation or redevelopment. The percentage of non-white outside the city is less than one percent in all areas except the Town of Onondaga which includes the Onondaga Indian Reservation.

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[3] However, the median income level has moved up for the City over the past ten years, despite the redistribution of the type of population.

Another important indicator of population change is the fertility ratio[5] which, for the City, increased over the decade from 1950 to 1960. A rise in the fertility rate is an indication of the amount of family formation in an area. The City is attractive to the younger population which is contemplating or just building its family, generally in apartments, while major family formation takes place in the suburban areas where families settle and buy homes.

The characteristics of education and income are closely related. Areas with a higher level of education generally have a larger median income. Thus, the City which had the lowest median income of any place, had a relatively low (but not the lowest) educational level. Education levels in several of the towns, the county and the SMSA have increased substantially from 1950 to 1960. While also higher over the decade, the educational level in the City of Syracuse has not increased as much.

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[4] The Negro component of the non-white population is the only significant one. There is a small group of Indians on the Reservation in the Town of Onondaga and small numbers from other races.

[5] The number of children under 5 divided by the number of females ages 15 to 49. The figures are expressed as rates per thousand.

This section on comparative characteristics illustrates some of the differences in the population between the central city and its surrounding areas. The gap between the two in terms of education and income appears to be increasing rather than disappearing. However, the shift of population toward low-income, low-educated in the central core of the City and high-income, high-educated groups in the suburban areas, is a fact of urban change in many metropolitan areas.

Population Distribution

The non-white population of the City of Syracuse in 1960 amounted to 12,281, or 5.7 percent of the total population. This was a substantial increase from 5,058, or 2.3 percent, in 1950.

The white population, both male and female, declined from 215,725 in 1950 to 203,757 in 1960. The number of white males decreased the greater mobility of males. In 1960, 48 out of every 100 persons were male; the corresponding figure for 1950 was 49 out of every 100.

In 1950, about a third of the white population was between the ages of 15 and 34. However, by 1960, the 5 to 25 age group was a larger percentage of the total than any other 20-year age group. This tendency toward a younger distribution of the population was offset somewhat by an increase in the 65 and over age groups for both males and females. The middle age groups from 25 to 64 lost population as a result of outmigration. The non-white component of the population had a more youthful distribution in 1960 than in 1950. The population in the younger age groups (under five and five to fourteen) grew the most while the population in all other age groupings increased less sharply.

The non-white population has been increasing at a faster rate partially because ther is a higher percentage of non-white females in the child-bearing age groups, 15 to 49. Slightly more than fifty percent of all non-white females fell within these ages in 1960 compared with about 45 percent for white families.

Composition of Population Changes

Population change is made up of natural change (the excess of births or deaths) and migration (the movement of the population either into or out of a geographic area).

The table below summarizes the composition of the population change during the 1950 to 1960 decade.

	Natural Change (percent)	Migration (percent)	Total change (percent)
White			
Male	+10.5	-17.7	-7.2
Female	+11.2	-15.0	-3.8
Non-white			
Male	+53.3	+85.7	+138.9
Female	+53.0	+93.3	+146.3

Both non-whites and whites gained through natural change. However, the rate of growth of non-whites is about five times as fast as that of whites. On the other hand, the migration trends diverge. The white segment of the City's population is moving out while the non-whites are entering at a rapid rate. The effect of the two types of change tend to offset each other in the case of the white population. The factors of growth combine in the instance of the non-white population producing a rate of increase of well over 100 percent during the decade.

At present, there is no expectation that the trend of increasing non-white population should change. The future may witness a shift in the rate of non-white population growth, but the experience of other urban centers indicates that non-whites tend to move in and fill the vacuum left by other segments of the population which migrate to the suburbs.

Projected Population Change, 1960 to 1980

Several independent projections[6] of the population of the City agree that little increase may be expected between 1960 and 1970 as a result of the gains due to construction of new medical and educational facilities being offset by losses caused by continued outmigration, renewal and highway dislocations. With the negative factors less significant in the 1970's and the positive factors becoming more important (new apartment house construction, new dormitories, more public housing units), it is probable that the population of the City will increase, possibly to some 230,000 by 1980, compared with 216,000 in 1960. On an age group basis, the most striking trend over the next 20 years is the tendency of the 15 to 34 and 65 and over age groups (for both males and females) to increase. The middle, 35 to 64, age groups, show a projected decline. These losses in the middle age groups are a continuation of trends which have been evident in the past, and are a further indication of the exodus to the suburban areas.

Out-migration is the dominant factor which will acount for the decrease in the white population. During the two decades 1960 to 1970 and 1970 to 1980, about 53,000 people may be expected to move out of the city. Although gains as a result of the excess of births over deaths may be more than sufficient to offset the expected heavy outmigration, the outmigration will probably be fairly evenly spread over most of the age groups. The only two age groups expected to show any net inmigration are the 15 to 24 and 65 and over age groups. The younger groups reflect the presence of several colleges and a university in the city of Syracuse, while the older groups are part of a pattern for this population to move into the city upon retirement. The middle age groups are the ones which should show the greatest total decline.

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[6] Population in the Onondaga-Syracuse Metropolitan Area , Onondaga County Regional Planning Board, 1961; Economic and Marketability Study, Community Renewal Program, Syracuse, New York, Real Estate Research Corporation, 1963.

The non-white population can be expected to increase at least three-fold between 1960 and 1980. The non-white population is a younger population than the white. About 15 percent of the non-white population will be over 45; on the other hand, about 30 percent of the white population will be 45 and over. The greatest concentration of non-whites will be in the 5 to 24 age group which will contain about 45 percent of the non-white population in the two decades ending in 1970 and 1980.

The migration pattern for non-whites is the reverse of that for whites. Every age group shows an increase through migration as well as through natural factors. The total increase from 1960 to 1980 of the non-white population may be about 200 percent reaching 38,000 in 1980. About half of the non-white population's in-migration will occur in the 15 to 34 age groups.

Projections of the population change in the city from 1960 through 1980 are as follows:

Population Change, City of Syracuse

Year	White	Non-White	Total
1960	203,757	12,281	216,038
1970*	198,609	23,391	222,000
1980*	191,408	38,512	230,000

*Estimated

In 1960, 95 out of every 100 persons were white. By 1980, their figure will drop to about 83 out of every 100. The non-white population can be expected to increase at least by 90 percent by 1970 and another 65 percent by 1980. During this period, the white population is expected to decline by 2.5 percent in the 1970's and a further 3.6 percent by 1980. However, the total population of the City should increase by 2.8 percent by 1970 and then 3.6 percent more by 1980.

A significant implication for educational requirements is evident in the projected population growth for the 5-14 age group from 34,500 in 1960 to 40,000 by 1980. The number of whites in this age group is expected to decline slightly from 31,900 in 1960 to 30,100 in 1980, while it is estimated that the non-white component will grow substantially from 2,600 in 1960 to nearly 10,000 in 1980.[7] New school facilities will be needed in the southern and western sections of the City where much of the rise in non-white population has and will continue to take place. For other areas of the city, there will be little, if any, pressure for additional school facilities.

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[7] These projections differ from those of the Syracuse Board of Education for several reasons: 1) the totals above include both public and parochial school students; 2) the trend shown above indicates a substantial rise in school enrollment from 1960 to 1970 because of separate projections for white and non-white population. The Syracuse Board of Education estimates for 1970 are 29,750 compared with 30,289 in 1960.

CONCLUSIONS AND IMPLICATIONS OF DEMOGRAPHIC MATERIAL

The data analyzed indicate that the future of the city cannot be separated from the county. The slums and the suburbs are interrelated. If any service systems like public libraries focus on the peripheral city neighborhoods and suburban sectors only, they violate the principle of interdependency. Yet, if service systems like public libraries attempt to render the same services in the slums that are rendered. in the suburbs, they may, in the end, be quite relevant.

The data indicate that the number of disadvantaged in the city is expanding while the size of the affluent population within the city is decreasing. The increasing disadvantaged population in the Syracuse area for the most part is an English-speaking black or Negro population. While the educational level of the disadvantaged population is less than the average level of education for the community at large, the facts indicate that it is a literate population, that nearly three-quarters of the adults have achieved at least an elementary school education; in short, that the disadvantaged population has the capacity to read.

If the number of Negro people will be increasing and becoming a larger proportion of the Syracuse population in the future, then the public library system should ponder this situation in the light of the kinds of services it renders and in terms of the priorities in its acquisition policy.

Studies of the patterns of participation in community associations by low-income populations reveal that most people participate in associations to solve very concrete problems. There is little participation in community associations for the good of the community in general. The principle might be extended to the area of reading. There probably is little reading for the sake of enjoyment by most people in disadvantaged populations. This means that service systems like public libraries may need to discover ways of bringing materials and readers together for utilitarian purposes in the inner city disadvantaged neighborhood.

The fact that the city still is separated into neighborhoods of different racial and ethnic groups suggests that probably more needs to be done by way of stocking branch libraries with materials pertaining to the cultural heritage of relevant racial and ethnic populations.

The studies of the involvement of people in disadvantaged neighborhoods with the mass media reveal that viewing is a much more habitual way of relating to the world at large than reading. On the basis of this information, public libraries might do well to experiment with making materials available in exciting visual forms. Such experiments could open up new avenues for library systems only partially explored to date.

The circumscribed character of the disadvantaged population in the inner city area of Syracuse suggests that a study should be made of the association if any, between relation of library facilities and use for varying socio-economic levels. The downtown library is just that -- a downtown libray facility. It should not be assumed that it is accessible to disadvantaged people merely because they live near it.

Because past practices of decentralization may not have been effective is no reason for not taking another look at a new system of establishing less permanent outlets in the ghetto areas of the city. The general principle is that a thorough study of the neighborhood library probably is in order. A decentralization pattern that differs from the old pattern of establishing permanent branches may be needed.

During these days of unrest, libraries, which serve disadvantaged populations, may need to be stocked not only with materials dealing with the cultural heritage of various racial and ethnic groups but also with materials which indicate how to successfully bring about cultural change in resistant institutions.

The above indicates that library policy boards probably should have new and different voices on them, voices from people in the ghetto and disadvantaged populations in the community which are increasing in our cities.

LIBRARY ACTIVITIES AND PROGRAMS IN SYRACUSE

The following program summaries were prepared by Miss Florence Kramer, Assistant Librarian, Syracuse Public Library, Syracuse, New York:

1. Community Contacts
2. Operation Headstart
3. Library Cooperation with Other Community Agencies
4. Other Programs with the Underprivileged
5. Library Program in a Community Agency
6. Program Evaluation
7. Services to Playground Areas
8. A Branch Program in a Black Neighborhood

LIBRARY PROGRAMS AND ACTIVITIES FOR THE DISADVANTAGED

In 1965, the Syracuse Public Library began making plans to reach the undereducated and culturally deprived community. The immediate objective was to determine the needs and interests of the disadvantaged in the community in order to provide useful programs of service.

Before the inauguration of any specific projects, an attempt was made to contact other social and governmental agencies working with ghetto residents. It was important to learn how the library could cooperate with programs already established and to explore methods of introducing library materials and services to people who need them.

COMMUNITY CONTACTS:

1. **Agencies** working with children were among the first group consulted. In cooperation with the Onondaga Library System about 40 agencies were invited to send representatives to a meeting in the Main Library. Agencies responding to the invitation were: nursery schools, day care centers, remedial reading volunteers, Crusade for Opportunity Curriculum Center and School volunteers. The library coordinator of the city schools also attended. Two meetings were held. At the first meeting the emphasis was on what these agencies were doing and what suggestions they could offer on how the library could assist either in cooperating with their projects or in working directly with the disadvantaged. The New York State Consultant for children's services in public libraries was the speaker at the second meeting. Her topic was "Children's Books with a

Dual Purpose." A discussion followed when agency personnel expressed opinions on the various materials demonstrated.

Face-to-face encounter provided direct information. The library had an opportunity to interpret its cultural, recreational services and programs as well as supporting services to agencies.

The sessions were inexpensive in terms of staff and effort. Although attendance was limited, it was a valuable method of keeping the channels of communications clear between the library and other groups in the community. It was helpful to listen to the reactions of agency workers about reading material they considered appropriate and necessary.

What the carry-over is no one can tell. It did create an interest among many nursery and day care centers for library programs. Inner city agencies requested preschool story programs on a weekly basis.

OPERATION HEADSTART

The committee in charge of planning the program was announced in the newspapers. The library was not represented on the committee. Upon request from the Library Director this omission was corrected. Thereafter, the Director and Assistant Director attended every meeting. Active participation gave an opportunity to effectively focus the role of the library in this project for the preschool child. The library offered picture book programs, special classroom collections of books and advisory service to teachers. The result - 17 Headstart groups scheduled visits to the Main Library in the first year of operation. Teachers borrowed picture books for class use. Branches located in areas near the preschool centers also provided programs.

Representation on this committee offered:

1. An opportunity to promote an outreach of the public library to the disadvantaged.

2. An opportunity to inform other community leaders about library resources and programs available for the undereducated.

LIBRARY COOPERATION WITH OTHER COMMUNITY AGENCIES

1. A Neighborhood Advancement Center in a ghetto area needed library materials to organize a study center. The supervisor of the program approached the library for assistance. A collection of books and reference materials to meet the needs of the project were allocated.

Contact with this neighborhood center introduced children attending nursery school at the center to weekly picture book programs in the Children's Department at the Main Library.

2. Consolidated Industries - a Community Chest Agency, it is an organization for the rehabilitation of the handicapped. Consolidated subcontracts such jobs as packaging, mailing, mechanical assembly and electrical and electronic assembly. The employees work on a piece-work basis. The Social Worker asked for library support. Provision for a library in the recreation lounge at the agency was considered after a meeting with the staff and workers. The educational background of these people is extremely different. Many are at elementary level, while others have college degrees. The library bookshelf contains about 50 books and

is changed periodically. It is a popular library with books in braille and books indigenous to the rehabilitative sheltered work program. Records for listening in the lounge are also included. A library tour was planned for those who were ambulatory. After this tour, some began using the library on a regular basis. Several blind people were in the group and were impressed with the reference material in braille and the recordings which they enjoyed listening to.

3. Lighthouse for the blind - Cooperative efforts with the Lighthouse have been established. Large type books are being provided for the visually handicapped. Records are being provided for the blind reader who has a talking book machine. A Social Worker at the Lighthouse makes the contact, refers requests to the library, picks up and delivers the material.

4. Literacy Volunteers - a unique program of person-to-person assistance in which a volunteer "teacher" helps an illiterate person learn to read. A bookshelf of their materials and other easy-reading books is maintained in the Main Library. "News for You" a newspaper published by the Laubach Literacy program has been placed in the libraries to encourage new readers to use library facilities.

A booklist of easy-to-read materials was compiled for a workshop meeting. A librarian attended the meeting to pledge support to this teaching program and encourage teachers to use public library facilities for their teaching purposes. A number of teachers are using accommodations in branch libraries for instruction.

5. School Drop Outs - Instructors scheduled library tours for their classes. Classes varied in size from 10 to 15 people with an average age of 18. As with Adult Basic Education classes, the presentation fit the needs of the group. The use of the library was limited. With this group as with other low interest reading groups, recordings and informational service seemed to be more attractive.

6. Y-Med Class - This special school program conducted for unwed mothers was scheduled to meet in the library once a week. The girls ranging in age from 14 to 17 came with their teacher. The purpose was to arouse an interest in reading. Class attendance was spasmodic so that the program had no continuity. Their interest in the printed word was nil. The girls were slow readers. Some were not capable of writing their name. It was discontinued by mutual agreement. This was an experiment. It failed, but no failure is without gain. The class may have been more receptive if the librarian could have met with them in their own classroom. A friendly relationship in an environment familiar to them may have produced more interest in reading.

7. Practical Nursing Students - Under a Manpower Development and Training Program, these students visited the library for an orientation program. The tours were part of the class program. There is no way of knowing the result in library usage.

OTHER PROGRAMS WITH UNDERPRIVILEGED

1. Adult basic education classes for:

Adults seeking an elementary school equivalency diploma.
Adults in high school equivalency review program and preparatory courses.

This is an established activity in cooperation with the Adult Education program. Programs vary with the education development. Library services are described, assistance is given each person applying for a library card and a tour of the service departments is conducted. Borrower's cards are given to the new library users at the end of the tour. With the first group, it is a beginning only. At least they are informed about the library and its role in the community. Adults enrolled in the high school equivalency programs have a better educational background, seem more at home in the library and have progressed far enough in reading so they have greater interest in selecting books they want.

2. An Extended Service to Adult Basic Education Classes

Three classes combined to meet for three consecutive weeks in the library. Students ranged in age from 18 to 70 with a reading level of first to fourth grade. The programs were planned to include registration, instruction in the use of the library, book talks, film showing and a concert of records, both music and the spoken word. At the final meeting, refreshments were served. Staff members were given an opportunity to get better acquainted with the group and project a feeling of friendliness. A series of meetings gave the group more confidence. They became more talkative and asked questions. They were enthusiastic. This was a successful program.

3. Adult Education Day Classes

A project to reach this group of approximately 180 adults was organized in cooperation with the coordinator of the school and the teaching staff. The first approach was to provide library service at the school. The education level of the classes was outlined by the staff so that suitable books could be prepared for a school library. It was generally agreed that the collection should be changed periodically. Student aides were selected to man the library. Books of prime interest to the disadvantaged were included - popular fiction and non-fiction, religion, job opportunities, consumer questions and health information. A basic collection of materials on varying reading levels was also supplied to meet the needs of the educational program.

The library was housed on the second floor of the school at a distance from school activities. At the time, it was the only location available. The teachers agreed to publicize it and direct the groups to it. It had limited use because of the location and the irregularity of the hours open. Much material was lost. Students trained by the library staff to supervise lost interest. At the end of the school year, it was agreed that the library should be in a more prominent area, preferably the first floor. When school re-opened, there was no adequate space so the library was discontinued.

The next approach was to provide programs where the students were. Classes were divided into four groups. Each group came to the cafeteria where a librarian greeted them with a collection of books displayed on tables. The time allotted to each group for a library period was minimal, approximately 25 minutes. However, this was an opportunity to describe library services and introduce books with high interest and low reading level.

The school contact made it possible to widen the awareness of the library as an information center and a source of continuing education in low-income, low-education communities. It broke down barriers and prepared the group for a visit to the Main Library - the next step.

The visit to the library was planned for a morning and afternoon session. About 90 adults attended each session. Bus transportation to the Main Library was arranged by the school. One staff member assisted by a consultant from the Onondaga Library System conducted the program which demonstrated all phases of library activity. Books, films, recordings and the talking book were used in the demonstration program. Library personnel spoke briefly about their particular departmental services.

Time was allowed for registration. This procedure was made as simple as possible so that they would want to acquire a library card. Borrower's cards were processed immediately. Cards were distributed before groups left the building.

To measure the effectiveness of Adult Education programs is difficult. Reaction varies with the degree of reading ability. The women seem more eager to borrow books. Cookery, crafts, religion, romance and biographies were subjects of specific interest. Books on sports, job descriptions and how-to-do-it material were selected by the men. Generally, the need was for easy reading. Books in large type were popular. The lack of adult material at a lower or easier reading level perhaps is the greatest handicap. Books reviewed during the program and on display were borrowed. In most instances, everyone signed applications for a library card. This sort of program can be handled by one or two people, especially when the classes are small.

LIBRARY PROGRAM IN A COMMUNITY AGENCY

Dunbar Center Library - A library program was introduced at Dunbar Center during the summer of 1966. Dunbar Center functions as a neighborhood agency offering case work, group work and recreational services to the residents of its area. It is operated by the Dunbar Association, Inc. with Community Chest financing. The Board of Directors, supported by an auxiliary of volunteers, established and operated a library service for children. In the Spring of 1966, the Board of Directors approached the Public Library requesting that the library program be conducted as a public library service. After several conferences, it was agreed to conduct a pilot program during July and August to be staffed by Library personnel and volunteers from the original library committee. If this experiment was successful, the library would continue to direct service and plan a more comprehensive library program.

The Summer Program

1. The library was open on Thursdays from 9:30 - 12.
2. Before opening, the book collection was weeded and new materials added. The collection totaled 1500 volumes.
3. Special programs were offered during part of each library period. Films, filmstrips and story hours were the media used.
4. To encourage reading and an interest in books, read-aloud sessions were organized. Individual attention was given each child.
5. Drawing materials were provided for children who wanted to illustrate stories told during story hours. The drawings were posted on the bulletin boards.
6. This was an unorthodox library service. There were no penalties for overdue or damaged books. There were no borrower's cards. A simplified application for was designed for user information.
7. Two library staff members and one volunteer manned the library.

PROGRAM EVALUATION

Children did use the library, enjoyed the programs and borrowed books for home use. While the program was geared to children in elementary school, older children were not restricted. A few older children borrowed books, but the real interest was with children in grades 1 - 4. As many as 30 children attended programs. Average attendance was between 15 - 20 children.

The film and story programs were an attraction. Children were eager to borrow new books with their shiny plastic covers. Some wanted to borrow books, but were restricted by parents. There were a few staff problems due to difference of opinion regarding operational routines and disciplinary measures. The conflicts were between library-trained staff and volunteers. These differences were corrected and the staff did a good job.

In September 1966, the Syracuse Public Library inaugurated its first continuous program in a ghetto area. The same procedures were continued which seemed effective during the summer. The library opened two days a week - Tuesday and Friday from 3:00 to 5:00 p.m. Staff varied from time to time. It became evident that some staff members could not adjust to this kind of library service. About a year after the service was initiated, a functional staff was found. A Negro clerk and a librarian trainee were a good team, both enthusiastic and personally fitted for the project.

Two promotional measures were tried to acquaint the neighborhood with the service. After the fall opening, a special card was mimeographed to remind children of the library program and sent to the 70 children who enjoyed the summer activities. Children were pleased to receive a card in the mail. Many returned bringing the cards with them. Later a flyer announcing library service was designed for door-to-door distribution. Boys from the center volunteered to distribute this material. There was no way of determining the results of circulating the flyer.

It was decided to close the library for the month of August and re-open in September. The attendance dropped off in June and in July there was no activity. Special appropriations for the center permitted the scheduling of daily field trips. A summer camp was also in operation. There were not enough children available in the area to warrant keeping staff in the library.

A statistical analysis for the first six months of 1968 is projected by the following chart of attendance and book circulation reported by the staff.

Month	Total Books	Attendance
January	163	168
February	148	174
March	93	128
April	35	81
May	67	132
June	38	60

Lack of appropriate staff forced a delay in opening the library until February. Two students enrolled in the Master's program at Syracuse University Library School were placed in charge. On Tuesdays, a young Negro male student supervised the library and presented film programs. Children from other club activities in the building attended. A woman student is conducting a program in creative dramatics and story-telling.

The film programs are attracting 8 to 20 children each week. The creative dramatics program has been a failure. Book circulation has not picked up. Reports show an average monthly total of 7 books borrowed for home use. The collection is depleted. Many books have not been returned and many are missing since the termination of activities.

A neighborhood worker has been employed to operate the library. She is being trained by library staff. She will tell stories, show films and encourage the children to use the library. The youth director, at the center, will supervise the operation and report to library personnel periodically. The library will furnish materials and the center personnel will be in charge.

Books are on order to compliment the present collection of about 800 books. Paper-backs will be purchased in quantity. Stories about Afro-American children are being selected. A Negro heritage collection for the teenagers will be supervised by the youth director who already has scheduled a weekly film program.

During July and August, the library will be open every afternoon from 1-4 p.m., Monday through Friday. Three evenings a week, 7-9, it will be available for older boys and girls under the direction of a young man to be selected.

Summer camp has been cancelled and funding for field trips has not been procured. It is hoped the library will be an active place, especially during the afternoons. Signs will announce the new hours. Flyers will be prepared to announce library hours in the neighborhood schools.

SERVICES TO PLAYGROUND AREAS

In cooperation with the city's summer recreational program, the library extended its services to playground areas situated in critically deprived areas. This project, beginning in 1967, is an outreach into slum areas to attract and encourage children to read and use libraries.

Four areas chosen were:

1. North Side headquarters was a Church auditorium. For six consecutive weeks, neighborhood children and particularly those enjoying the activities at Washington Square and Union Park playground areas attended. Park counsellors accompanied the children. The audience included 25 to 50 children.

2. Near East side - an inner city area at Wilson Community Center began a four-week program, but was increased to six weeks upon demand. It began with a small group, but rapidly increased in size. The films chosen for the first showing were too sophisticated and boring for these slum children. It was discovered that colorful, animated cartoon type films were more pleasing. The whole circuit was changed and the results were amazing.

3. On the East side - a housing development was chosen. This was at Westmoreland Park and was a novel experiment. A basement room was used for programming. Besides stories and films, books were transported to circulate after the program. Children were registered for library cards and then permitted to select books which were displayed on a table.

This project was an entirely new experiment. Summer vacation was made more meaningful to many children in this housing area. They became very excited over the books and were waiting by the entrance for the librarians, the bag of books and the films. Helping hands were there to transport materials into the room.

Mothers with babies in strollers came, too, and enjoyed the whole performance. More than 100 children came to these programs. It was scheduled for 10:30 a.m. If it had been early afternoon, the attendance would have increased. Many children slept late, so it was reported.

4. South Side - at Kirk Park, an outdoor story telling program was presented. For four weeks, children anxiously awaited the "story lady". The children gathered under a shade tree and became engrossed in the world of make-believe. Swings, slides and ball games were forgotten while the library program was in session. Two branch libraries were in the vicinity and the librarians talked about the libraries and all the wonderful stories for them to read.

In 1968, a center conducting a reading program for underprivileged children in elementary grades was added to the circuit. Once a week, a film program was presented. 356 children were in attendance for six showings.

A special summer library project was planned at a school located in a ghetto area. The principal appealed for a summer reading program. A relocatable classroom was set up as a library. A "detached" worker from the neighborhood was hired to work with the children. On two mornings a week, the children attended film programs and borrowed books. In spite of the fact that a swimming pool was located next to the library, over 600 books circulated during July and August and 400 children enjoyed film programs. The school is asking for another program this summer.

Attendance at these programs in park areas and other locations is not the only measure. The enthusiasm and interest of the children, themselves, is the real test. Over 1,000 children were involved in the first year of such programming. The figures for 1968 show an attendance of about 1,300 children.

Film-showing schedules were posted in all park areas. The recreation supervisors helped in publicizing the programs and brought the children to the location.

After initial planning - selecting films, scheduling showings and training staff - little preparation is needed. Previewing films is advisable. Programs can be conducted by limited staff. Two college students supervised by a librarian conducted the programs. The important requirements for this assignment are empathy and an interest in working with children.

A BRANCH PROGRAM IN A BLACK NEIGHBORHOOD

"Accent on You", a monthly program for teen-aged girls, was presented at Beauchamp Branch Library from October 1968 to January 1969.

The branch is located in an area of social change. There has been a gradual exodus of white residents over the years. Black families, uprooted from ghetto areas by urban renewal, are now settling within a radius of several blocks. The population represents a cross-section of

University students from the nearby campus, old South Side residents, transients living in rented rooms and the steadily increasing number of Negroes.

To break down barriers and to make the library an important part of community and family life, a program for teenage girls was offered. It seemed that teenagers were most in need of special attention. Programs were already available to children of pre-school and elementary school age. As a beginning, it was decided to build a program around the interests of girls from 12 to 17 years old. Emphasis was placed on concerns and problems shared by all girls. The accent was on such topics as appearance, personality, sex and social responsibility.

During the summer months more than 100 girls were interviewed as they visited the library. If they indicated in the program, they were asked to register name, address, phone, grade, age and school. The majority of those questioned expressed a preference for Saturday afternoon rather than a week-day, and 2:30 p.m. was established as the most suitable hour.

The library staff planned the program and then solicited outstanding community leaders as speakers.

Publicity was sent to the neighborhood newspaper. A local paper did a feature story with picture. Guidance counsellors were contacted in the junior and senior high schools in the area. Posters were placed in these schools, in area stores, banks and churches. Two branch libraries located in the south end of the city displayed posters. Dunbar Center, the community center a few blocks away, also advertised the event. Brochures describing the series were distributed in all strategic locations. Several radio stations cooperated by broadcasting spot announcements.

The first program was held in October. Since clothes play an important role in the life of a school girl, this was the choice for that meeting. "Clothes for a Young World" attracted an audience of 50 girls. There were hostesses who took charge of registration and offered name cards to each guest. Six girls, Negro and white, modeled. A Home Economics teacher discussed teen styles and demonstrated the use of accessories.

In November, the director of a charm school at a local department store conducted a workshop in make-up, beauty care and charm. "Best Foot Forward" pleased a group of 55 girls.

A social worker for the Syracuse Sex Education Center was featured speaker in December for "Getting to Know Yourself". Following a film "Becoming a Woman, Maturation and Growth" there was participation in a question and answer program. 62 girls attended.

The series concluded in January with "Teenage Responsibility in a Changing World." A social studies teacher moderated a discussion which followed the showing of two films: "The Hat" and "Boundary Lines."

Black and white students spoke freely about racial tensions and conflicts stressing the need for more understanding of each other's problems.

A social hour followed each program so that everyone had an opportunity to become better acquainted.

EVALUATION:

The series provided an occasion for teens with varied backgrounds to examine, interpret and discuss problems which affect them directly.

The balance between Negroes and whites at each meeting was almost equal. There was a cross-section of girls representing schools in the area and their attitude toward each other was friendly and considerate.

It had value as a library sponsored program - a good representation of community action. Planning and preparation were costly in time. Three staff members were needed the day of the event to arrange the meeting room, refreshments and program materials. The need for so much extravagent preparation could have been minimized without losing the flavor of the program.

RECENT DEVELOPMENTS IN LIBRARY ACTION

Black Heritage collections are being processed for distribution in five neighborhood centers sponsored by PEACE - People's Equal Action Community Effort.

Continuous contact with PEACE administrators is opening new avenues of approach for library promotion and involvement.

Programs for Dunbar Center are now emphasizing Black Heritage - Filmstrips with recorded commentary about historical and contemporary personalities are being used. Afro-American material - books and posters - are being ordered to supplement the library collection.

Under the supervision of the Youth Director at Dunbar Center, teenage boys are being exposed to books. Film programs are also being scheduled each week.

The library is represented on a Continuing Education Committee. The function of this group of educational specialists and educational agency personnel is to stimulate community understanding of the needs of the slum dweller.

Bookmobile service will be in operation this summer. Areas in the inner city will be the points of concentration.

WHAT HAS BEEN ACCOMPLISHED

Library outreach has just begun in Syracuse. Concentration has been on work with children in slum areas and low income neighborhoods where children are at a distance from a library.

It has been promoted by a limited staff who have experimented with ideas and materials. There has been success and there has been failure. Involvements have taught us much which should assist in planning new programs and services.

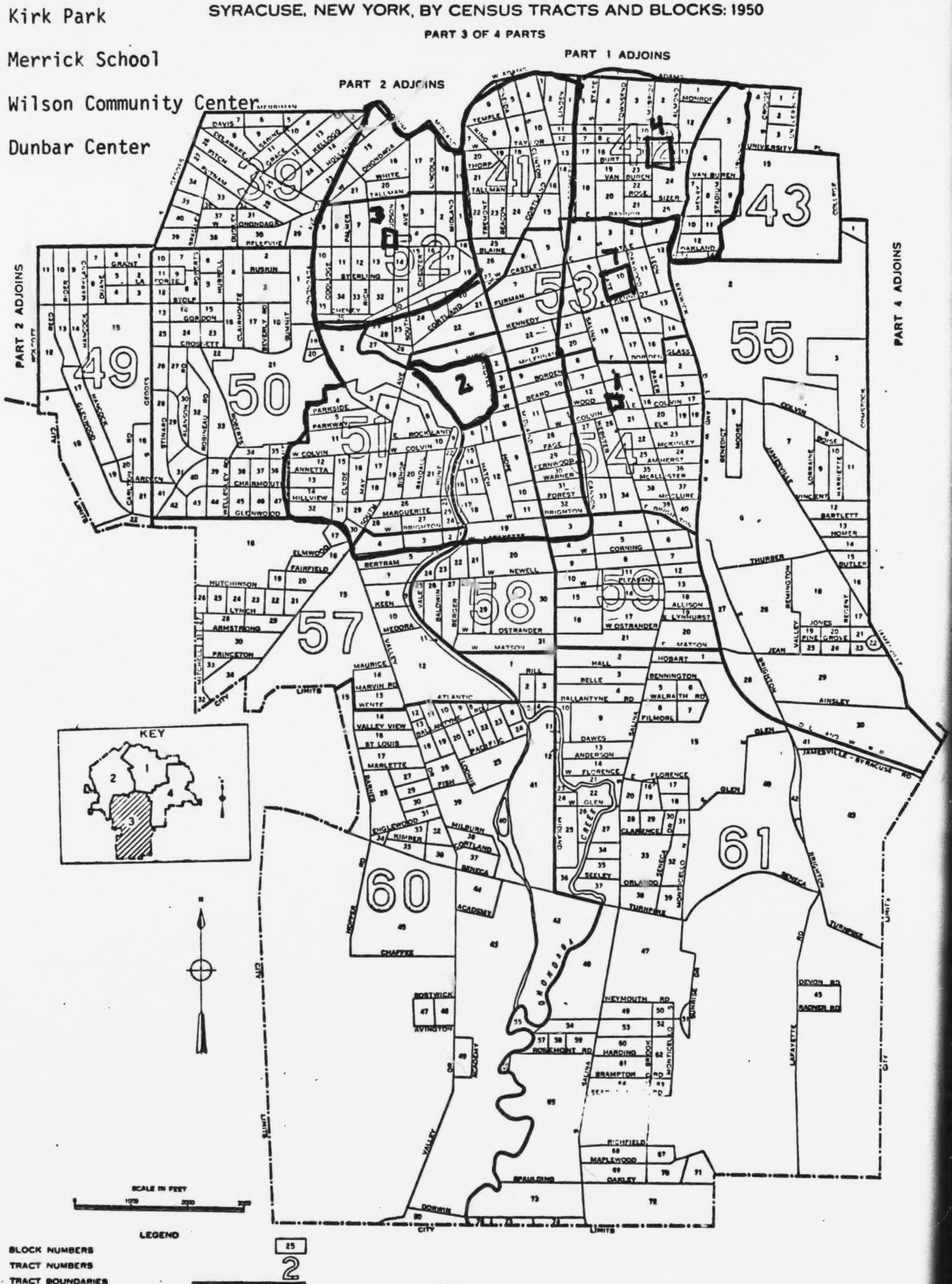
Agencies requesting cooperation and assistance in working with the illiterate have been supported.

Contacts have been made with agencies concerned with community development.

The in-library service has been strengthened to provide programs and assistance to individuals and groups working with the disadvantaged.

PROJECT LOCATIONS

1. Beauchamp Branch Library
2. Kirk Park
3. Merrick School
4. Wilson Community Center
7. Dunbar Center



PROJECT LOCATIONS

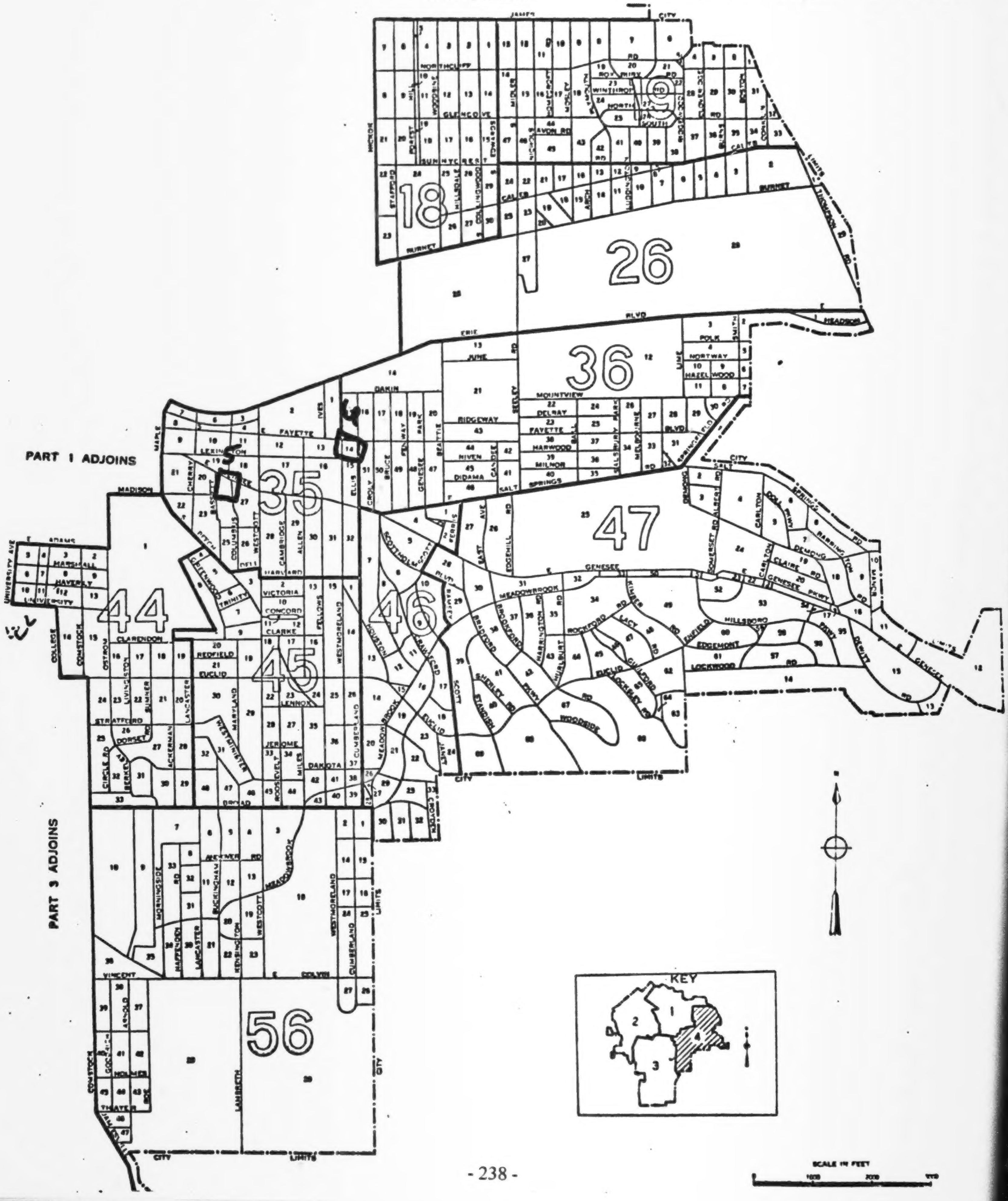
5. East Genesee Presbyterian Church

6. Salt City Homes - Westmoreland Park

SYRACUSE, NEW YORK, BY CENSUS TRACTS AND BLOCKS: 1950

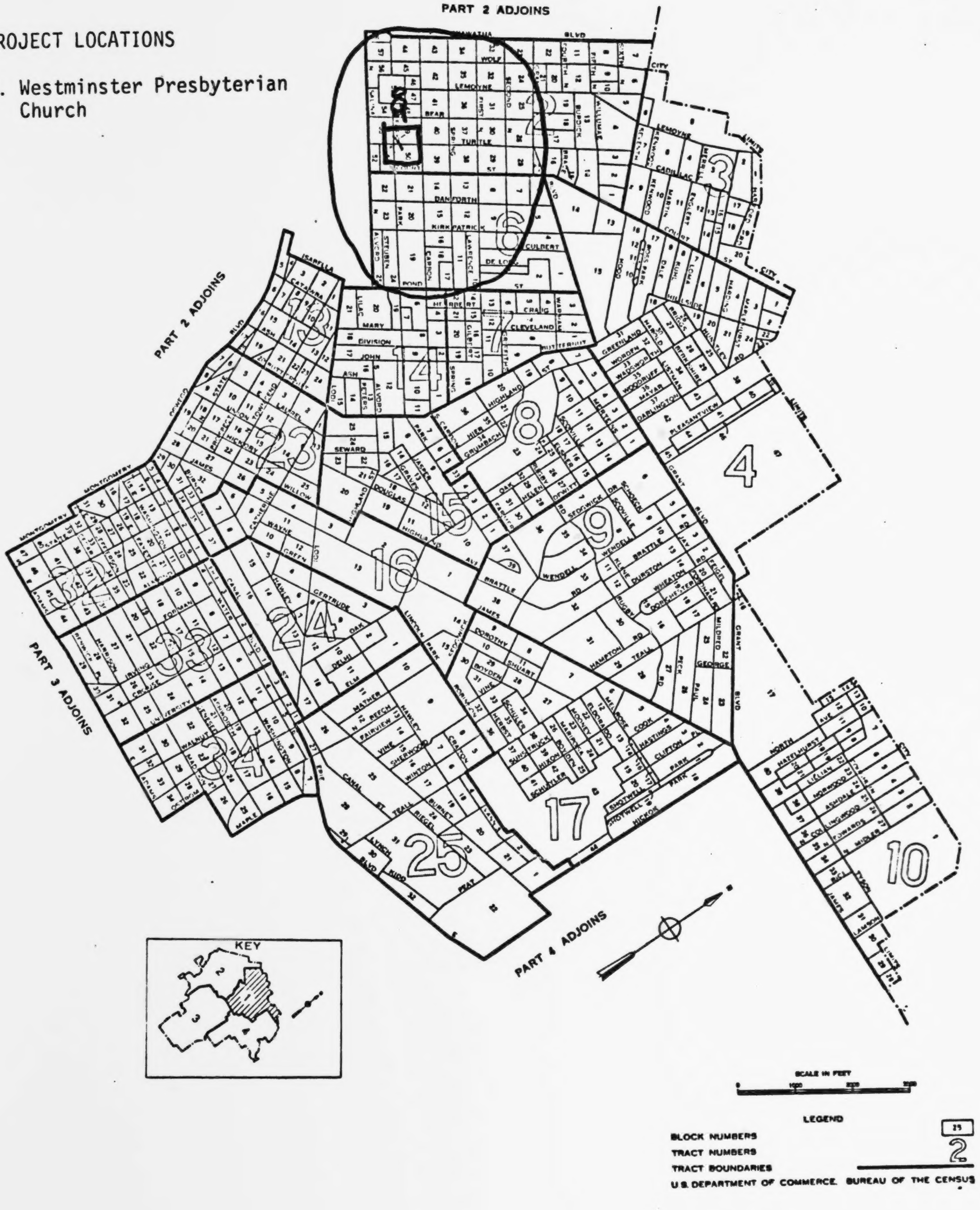
PART 4 OF 4 PARTS

REFERENCE DEPT.
SYRACUSE PUBLIC LIBRARY



PROJECT LOCATIONS

8. Westminster Presbyterian Church



REFERENCE AND PERIODICALS DEPT.
SYRACUSE PUBLIC LIBRARY

APPENDIX I

GRANTS TO THE THREE SYSTEMS
UNDER TITLE I, LSCA

LIBRARY SERVICES AND CONSTRUCTION ACT, TITLE I
GRANTS TO THE THREE SYSTEMS FOR LIBRARY SERVICE TO THE DISADVANTAGED

(This statement lists only those aspects of the library program funded through federal grants.)

BUFFALO AND ERIE COUNTY PUBLIC LIBRARY

The Buffalo and Erie County Public Library serves an area of 1,034 square miles and a population of 1,086,345. Beside the central library there are 20 branches and 24 member libraries.

Project #65-3 Amount of LSCA grant - $41,050
November 1, 1964 - October 31, 1965

To provide sufficient resources to meet the highly diversified reading needs of the community and to provide staff to interpret library services and resources to the community.

Project #66-6 Amount of LSCA grant - $34,200
January 4, 1966 - January 3, 1967

To provide consultant staff to conduct a pilot project at the North Jefferson Branch which aims to make known and interpret library services to the disadvantaged in this area. To plan with local governmental agencies special programs involving the area residents. (Extension of Project #65-3)

Project #67-7 Amount of LSCA grant - $33,105
January 4, 1967 - January 3, 1968

To expand the resources and services of a branch library (North Jefferson) as a pilot for expanded services in other city disadvantaged areas; to provide consultant staff to make known and interpret library services; to provide an expanded collection. (Extension of Project #66-6)

Project #68-8 Amount of LSCA grant - $58,595
January 1 - December 31, 1968

To include in an intensified and co-ordinated library program the five inner city libraries - North Jefferson, Watson, Willert Park, Niagara, and Central. Such a program to require additional books and materials which meet the immediate concerns of the public to be served. (Extension of Project #67-7)

Project #69-21 Amount of LSCA grant - $72,165
January 1 - December 31, 1969

By means of a special, intensified program to involve the library in its rightful role to help the disadvantaged in their struggle for self-improvement, to implement this program in five inner city libraries - North Jefferson, Watson, Willert Park, Niagara and Central. (Extension of Project #68-8)

ONONDAGA LIBRARY SYSTEM

A project covering Syracuse and administered by the Syracuse Public Library. The Syracuse Public Library is chartered to serve a population of 216,038. The library has 9 branches. The system area, Onondaga County, is 792 square miles and has a population of 423,028. There are 21 member libraries.

Project #68-28	Amount of LSCA grant - $23,550 January 1 - December 31, 1968

To increase the opportunity for reading and library use among the disadvantaged residents of Syracuse by especially staffing and supplying libraries in those areas. To plan special programs for children, film programs and book distribution stations.

PIONEER LIBRARY SYSTEM

A five-county project covering Livingston, Monroe, Ontario, Wayne and Wyoming Counties. This area of 3,165 square miles has a population of 893,647. The largest city is Rochester, which serves a population of 305,849. The system has 59 member libraries.

Project #65-23	Amount of LSCA grant - $36,260 December 1, 1964 - November 30, 1965

To identify the disadvantaged of the Pioneer Library System to determine their needs and interests, and to discover ways in which the System and its member libraries can best serve their needs and interests. To provide stimulation and guidance for a long-range and far-reaching program of service to the disadvantaged throughout the Pioneer Library System.

Project #66-26	Amount of LSCA grant - $45,890 November 23, 1965 - September 22, 1966

A 3-part project comprising pilot programs of experimentation with materials for and services to the disadvantaged, in-service training and research. (Extension of Project #65-23)

Project #69-31	Amount of LSCA grant - $23,816 January 1 - December 31, 1969

To experiment with paperbacks: to create a pool of paperback books to support existing and new adult and young adult programs in disadvantaged areas; to experiment further in "new careers for the poor", and to co-ordinate programs with those of other governmental agencies.

APPENDIX II

DATA ON USERS AND NON-USERS OF LIBRARIES IN THE THREE SYSTEMS

INTERVIEWS OF USERS & NON-USERS
OF THE PUBLIC LIBRARIES

Random samples of 100 library users and 100 non-users in each city, Buffalo, Rochester, and Syracuse, were interviewed. A brief interview schedule was developed to access their familiarity with library and its resources.

Questions were also asked to determine ways in which the library could be of assistance to the users and non-users. A summery of the results follows.

Users - Interviews

The users who were interviewed tended to use the library quite frequently, approximately half of them using the library once a week or several times a month. Most come to take out books and to read. Many come to study, however. A relatively small number come for classes or meetings.

Fiction is the favorite type of book of the users. Non-fiction, do-it-yourself books, and social science and humanities books are quite popular also. Most of the users have been using the library for over four years and this tends to suggest that the user population is a fairly consistent one. Most of the users live 1-10 blocks from the library and practically all live within a mile of the branch. The median age of the users is between 21-30 years of age. The majority of the users are female.

When asked as to whether they found the library easy or hard to use, most of the users indicated that it was easy to use. A few wanted help in locating books and in learning to use the library better. Many of the users indicated that they would like more boo added to the libraries' collections. They were particularly interested in having more books about black history and culture, and more reference and do-it-yourself type of books.

Non-users Interviews

Of the non-users of the library interviewed, over half have used the library in the past. Most of them know where the nearest branch of the library is. Again, most of the non-users know that they could read, take out books and study at the library. They are much less familiar with the availability of classes, records, and films at the library.

The favorite type of book of the non-users is fiction (over half preferred this category), social science and the humanities, periodicals, and non-fiction (all less than 20%). A few indicated that they did not or could not read. Most of the non-users said that they would go to the library to read or take out a book if they knew that the library had the type of book that they liked.

The median age of the non-users was between 21-30 years of age. Most of those interviewed were female, probably due to the fact that the interviews took place during the day in places such as stores, beauty shops, restaurants, barber shops, and other places along the main arteries of the inner city.

Many of the non-users felt that the library could be of help to them by assisting them to obtain library cards and teaching them to read better. Some hostility toward the library was reflected in the statements of some non-users who said that, "The library could do nothing for me!"

In general, the non-users seemed to be unaware of the many services that the library could provide for them.

LIBRARY STUDY

(100 Users in Each Community)

1. How often do you come to the library?
Once a month______ once a week ________ several times a month ______
less than once a month ______

2. When you come to the library, what do you come here for?
______ to get books to take out
______ to study
______ to read
______ to attend a class
______ other (specify) ____

3. What kind of books do you like best? ____________________________

____

4. Is it easy or hard for you to find the books that you want? __________

What would make it easier for you to find the books you want? _________

____

5. What new things would you like to see added to the library?

________ more books What kind? ______________________________

________ more classes. What kind? ______________________________

________ more space to read and study

6. When was the first time you visited this library? __________________

Who or what caused you to come to the library then? ________________

7. How far away do you live from the library? (Give number of blocks) ____

8. What is your age? ________ Sex ___________

If you go to school, what school do you attend? ____________________

If you work, what kind of work do you do? __________________________

LIBRARY STUDY

(100 Non-Users in Each Community)

1. Have you ever used the Public Library? Yes _____ No _____

2. If no, do you know where the nearest branch of the Public Library is?

   Yes _____ No _____. If yes, where is it? _____________________.

3. What kinds of things do you think you can do in the library?

   _____ read books
   _____ take out books
   _____ study
   _____ attend classes

4. What is your favorite kind of book? ___________________________

5. If the library had this kind of book, would you go there to read or take

   it out? Yes _____ No _____. If no, why not? ____________________

6. Do you know what a library card is? Do you know how to get a library card?

   Question 1. Yes _____ No _____ Question 2. Yes _____ No _____

   If yes, how do you get one? ________________________________

7. What would you think anyone could do to help you use the library?

   _____ help me get a card; _____ teach me how to use the library;

   _____ teach me to read or read better; _____ give me special courses

8. What elee could the library do to help you? ____________________

   ____

9. What is your age? _____ Sex _______

   If you go to school, where do you attend school? ____________________

   If you work, what kind of work do you do? _________________________

Table 1

FREQUENCY OF USERS' VISITS TO LIBRARY

1A - Buffalo

1B - Rochester

1C - Syracuse

Legend:

Several times month

Once week

Once month

Less than once month

Table 1A

Buffalo

Age Group		Several times mo.		Once wk.		Once mo.		Less than once mo.	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	2	29	2	29	2	29	1	13
11 - 15	32	8	25	8	25	6	19	10	31
16 - 20	30	9	30	13	44	4	13	4	13
21 - 30	11	2	18	1	9	5	46	3	27
31 - 40	7	2	29	-	-	2	29	3	42
41 - 50	9	4	44	4	44	1	12	-	-
over 50	6	1	$16\frac{1}{3}$	1	$16\frac{1}{3}$	1	$16\frac{1}{3}$	3	50
all ages	102	28	27	29	28	21	21	24	24

Table 1B

Rochester

Age Group		Several times mo.		Once wk.		Once mo.		Less than once mo.	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	6	43	3	21	4	29	1	7
16 - 20	24	7	29	4	17	5	21	8	33
21 - 30	44	8	18	11	25	13	30	12	27
31 - 40	15	2	13	4	27	2	13	7	47
41 - 50	6	-	-	1	17	3	50	2	33
over 50	6	4	67	-	-	-	-	2	33
NR	3	-	-	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$
all ages	112	27	24	24	22	28	25	33	29

Table 1C

Syracuse

Age Group		Several times mo.		Once wk.		Once mo.		Less than once mo.	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	1	100	-	-
11 - 15	12	3	25	6	50	2	17	1	8
16 - 20	32	10	31	5	16	5	16	12	37
21 - 30	15	5	33	4	27	4	27	2	13
31 - 40	6	4	66	-	-	1	17	1	17
41 - 50	5	2	40	2	40	-	-	1	20
over 50	1	-	-	-	-	-	-	1	100
all ages	72	24	33	17	24	13	18	18	25

Table 2

USERS' REASONS FOR COMING TO LIBRARY

2A - Buffalo

2B - Rochester

2C - Syracuse

Legend:

Buffalo - Read, Take out books, Study-reference-research, Class, Movies, Other

Rochester - Read, Take out books, Study-reference-research, Class, Records, Meetings & clubs, Other

Syracuse - Read, Take out books, Study-reference-research, Class, Other, No response

Table 2A

Buffalo

Age Group		Read		Take out books		Study-ref-res		Class		Movies		Other	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	7	4	57	6	86	2	29	1	14	1	14	2	29
11 - 15	32	12	38	24	75	26	81	-	-	4	13	10	31
16 - 20	30	8	27	27	90	20	67	1	3	-	-	5	17
21 - 30	11	2	18	10	91	4	36	-	-	1	9	1	9
31 - 40	7	2	29	7	100	2	29	1	14	1	14	-	-
41 - 50	9	4	44	8	89	2	22	-	-	-	-	5	56
over 50	6	2	33	6	100	-	-	-	-	-	-	-	-
all ages	102	34	33	88	86	56	55	3	3	7	7	23	23

N.B. This is a multiple response question.

Table 2B

Rochester

Age Group		Read		Take out books		Study-ref-res		Class		Records		Meetings & Clubs		Othe
	no.	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.
11 - 15	14	13	93	14	100	11	79	1	7	5	30	-	-	2
16 - 20	24	17	71	20	83	9	38	1	4	1	4	-	-	2
21 - 30	44	29	66	38	86	18	41	1	2	5	11	-	-	6
31 - 40	15	15	100	15	100	3	20	-	-	1	7	-	-	1
41 - 50	6	5	83	6	100	2	33	-	-	-	-	-	-	-
over 50	6	5	83	6	100	4	67	-	-	-	-	1	17	1
NR	3	2	67	3	100	-	-	-	-	-	-	-	-	-
all ages	112	86	77	102	91	47	42	3	3	12	11	1	1	12

N.B. This is a multiple response question.

Table 2C

Syracuse

Age Group		Read		Take out books		Study-ref-res		Class		Other		No response	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	1	100	-	-	1	100	-	-	-	-
11 - 15	12	2	17	10	83	4	33	-	-	1	8	1	8
16 - 20	32	6	19	19	59	18	56	1	3	6	19	1	3
21 - 30	15	3	20	8	53	4	27	-	-	1	7	3	20
31 - 40	6	3	50	4	67	3	50	-	-	-	-	-	-
41 - 50	5	1	20	4	80	3	60	1	20	1	20	-	-
over 50	1	-	-	1	100	-	-	-	-	-	-	-	-
all ages	72	15	21	47	58	32	44	3	4	9	13	5	7

N.B. This is a multiple response question.

Table 3

FAVORITE TYPES OF BOOKS - FOR USERS

3A - Buffalo

3B - Rochester

3C - Syracuse

Legend:

Buffalo - Black literature; Fiction-mystery, novels; Non-fiction-biography, sports; Science; Social sciences & humanities; Do-it-yourself; Periodicals; Misc.; No response (NR)

Rochester - Black literature; Fiction-mystery, novels; Non-fiction-biography, sports; Math.-science; Social sciences & humanities; Crafts, do-it-yourself, homemaking; Periodicals; No response (NR)

Syracuse - Black literature; Fiction-mystery, novels; Non-fiction-biography, sports; Science & astrology; Social sciences & humanities; Do-it-yourself, homemaking; Periodicals; No response (NR)

Table 3A

Buffalo

Age Group		Black lit.		Fiction-mystery, novels		Non-fict. biography sports		Science		Soc.sciences and humanities	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	4	57	1	14	-	-	1	14
11 - 15	32	2	6	27	84	10	31	1	3	4	13
16 - 20	30	7	23	16	53	3	10	3	10	8	27
21 - 30	11	4	36	7	64	4	36	1	9	6	55
31 - 40	7	-	-	7	100	1	14	-	-	5	71
41 - 50	9	-	-	4	44	2	22	-	-	3	33
over 50	6	-	-	6	100	3	50	-	-	1	17
all ages	102	13	13	71	70	24	24	4	4	28	27

Age Group		Do-it yourself		Periodicals		Misc.		No response	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	1	14	-	-	-	-
11 - 15	32	1	3	1	3	-	-	2	3
16 - 20	30	-	-	4	13	-	-	2	7
21 - 30	11	2	18	-	-	-	-	-	-
31 - 40	7	-	-	1	14	-	-	-	-
41 - 50	9	-	-	1	11	2	22	-	-
over 50	6	1	17	-	-	2	33	-	-
all ages	102	4	24	8	8	4	4	4	4

N.B. This is a multiple response question.

Table 3B

Rochester

Age Group		Black lit.		Fiction-mystery, novels		Non-fict. biography, sports		Math.-Science	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	-	-	11	79	4	29	-	-
16 - 20	24	2	8	10	42	4	17	3	4
21 - 30	44	5	11	15	34	10	23	5	11
31 - 40	15	-	-	9	60	3	20	-	-
41 - 50	6	-	-	3	50	1	17	-	-
over 50	6	-	-	-	-	1	17	-	-
NR	3	-	-	2	67	-	-	-	-
all ages	112	7	6	50	47	23	21	6	5

Age Group		Soc.Sciences and humanities		Craft,do-it-yourself, homemaking		Periodicals		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	-	-	-	-	6	43	-	-
16 - 20	24	3	13	7	29	2	9	-	-
21 - 30	44	14	32	15	34	3	7	-	-
31 - 40	15	2	13	-	-	1	7	1	7
41 - 50	6	3	50	1	-	-	17	-	-
over 50	6	3	50	1	17	-	-	1	17
NR	3	-	-	1	33	1	33	-	-
all ages	112	25	22	23	21	14	13	2	2

N.B. This is a multiple answer question.

Table 3C

Syracuse

Age Group		Black lit.		Ficiton-mystery, novels		Non-fict. biography sports		Science and Astrology	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	1	100	1	100	-	-
11 - 15	12	-	-	8	67	2	17	-	-
16 - 20	32	5	16	32	100	8	25	3	9
21 - 30	15	1	7	8	53	-	-	-	-
31 - 40	6	1	17	3	50	1	17	-	-
41 - 50	5	-	-	2	40	2	40	-	-
over 50	1	-	-	-	-	1	100	1	100
all ages	72	7	10	54	75	15	21	4	6

Age Group		Soc.Sciences and humanities		Do-it-yourself, homemaking		Periodicals		NR	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	-	-	-	-
11 - 15	12	3	25	-	-	1	8	1	8
16 - 20	32	7	22	4	13	1	3	2	6
21 - 30	15	8	53	2	13	-	-	-	-
31 - 40	6	2	33	1	17	-	-	1	17
41 - 50	5	5	100	2	40	-	-	-	-
over 50	1	1	100	1	100	-	-	-	-
all ages	72	26	36	10	14	2	3	4	6

N.B. This is a multiple response question.

Table 4

DEGREE OF DIFFICULTY IN LOCATING OF BOOKS - FOR USERS

4A - Buffalo

4B - Rochester

4C - Syracuse

Legend:

Much difficulty

Little difficulty

Varies

Other

No response (NR) (This column is not included in Rochester table)

Table 4A

Buffalo

Age Group		Much difficulty		Little difficulty		Varies		Other		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	7	4	57	3	43	-	-	-	-	-	-
11 - 15	32	5	16	25	78	1	3	-	-	-	-
16 - 20	30	10	33	19	64	1	3	-	-	-	-
21 - 30	11	1	9	9	82	-	-	-	-	-	-
31 - 40	7	-	-	7	100	-	-	-	-	-	-
41 - 50	9	1	11	8	89	-	-	-	-	-	-
over 50	6	1	17	4	66	-	-	1	17	-	-
all ages	102	22	21	75	74	2	2	1	1	2	2

Table 4B

Rochester

Age Group		Much difficulty		Little difficulty		Varies		Other	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	2	14	4	29	2	14	6	43
16 - 20	24	3	13	13	54	3	13	5	20
21 - 30	44	5	11	27	62	-	-	12	27
31 - 40	15	2	$13\frac{1}{3}$	2	$13\frac{1}{3}$	6	40	5	33
41 - 50	6	-	-	3	50	2	33	1	17
over 50	6	-	-	1	17	1	17	4	66
NR	3	-	-	-	-	1	33	2	67
all ages	112	12	11	50	45	15	13	35	31

Table 4C

Syracuse

Age Group		Much difficulty		Little difficulty		Varies		Other		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	1	1	100	-	-	-	-	-	-	-	-
11 - 15	12	-	-	12	100	-	-	-	-	-	-
16 - 20	32	2	6	20	63	1	3	9	28	-	-
21 - 30	15	3	20	7	47	-	-	5	33	-	-
31 - 40	6	-	-	5	83	1	1	1	17	-	-
41 - 50	5	-	-	2	40	-	-	2	40	1	20
over 50	1	-	-	1	100	-	-	-	-	-	-
all ages	72	6	8	47	66	1	1	17	24	1	1

Table 5

SUGGESTED IMPROVEMENTS TO MAKE LOCATING BOOKS EASIER - USERS

5A - Buffalo
5B - Rochester
5C - Syracuse

Legend:

Buffalo - Better arrangement of shelves; More efficient shelving procedures; More information and personnel; Knowledge of card catalogue; More books and special collections; Better circulation procedures; Misc.; No response (NR)

Rochester - Better labelling and arrangement; More efficient shelving procedures; More information and personnel; Knowledge of card catalogue; Misc.; No problems; Not sure

Syracuse - More information and personnel; Knowledge of card catalogue; More and better selection of books; Not sure; Misc.

Table 5A

Buffalo

Age Group		Better arrangement of shelves		More efficient shelving procedures		More information and personnel		Knowledge of card catalogue	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	-	-	1	14	1	14
11 - 15	32	1	3	-	-	1	3	4	13
16 - 20	30	1	3	5	17	2	7	5	17
21 - 30	11	1	9	-	-	-	-	-	-
31 - 40	7	1	14	-	-	-	-	1	14
41 - 50	9	-	-	-	-	-	-	2	22
over 50	6	1	17	-	-	-	-	1	17
all ages	102	5	5	5	5	4	4	13	13

Age Group		More books more special collections		Better circulation procedures		Misc.		NR	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	-	-	-	-	-	-
11 - 15	32	2	6	1	3	1	3	1	3
16 - 20	30	3	10	-	-	-	-	-	-
21 - 30	11	-	-	-	-	-	-	1	9
31 - 40	7	1	14	-	-	-	-	-	-
41 - 50	9	1	11	1	11	-	-	-	-
over 50	6	1	17	-	-	3	50	-	-
all ages	102	8	8	2	2	4	4	2	2

N.B. This is a multiple response question.

Table 5B

Rochester

Age Group		Better labelling and arrangement of shelves		More efficient shelving procedures		More information and personnel		Knowledge of card catalogue	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	1	7	-	-	5	36	2	14
16 - 20	24	-	-	-	-	6	25	2	8
21 - 30	44	3	7	1	2	8	18	1	2
31 - 40	15	-	-	2	13	7	47	1	7
41 - 50	6	1	17	-	-	2	33	-	-
over 50	6	1	17	1	17	1	17	-	-
NR	3	-	-	-	-	1	33	1	33
all ages	112	6	5	4	4	30	27	7	6

Age Group		Misc.		No problems		Not sure	
	no.	no.	%	no.	%	no.	%
11 - 15	14	-	-	3	21	-	-
16 - 20	24	-	-	10	42	1	4
21 - 30	44	2	5	16	36	2	5
31 - 40	15	-	-	1	7	1	7
41 - 50	6	-	-	1	17	-	-
over 50	6	-	-	1	17	-	-
NR	3	-	-	-	-	-	-
all ages	112	2	2	32	29	3	3

N.B. This is a multiple response question.

Table 5C

Syracuse

Age Group		More information and personnel		Knowledge of card catalogue		More and better selection of books		Not sure		Misc.	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	1	100	-	-	-	-
11 - 15	12	2	17	2	17	2	17	-	-	-	-
16 - 20	32	7	22	3	9	2	6	1	3	-	-
21 - 30	15	4	27	-	-	-	-	-	-	-	-
31 - 40	6	1	7	-	-	1	7	-	-	-	-
41 - 50	5	-	-	1	20	-	-	-	-	1	20
over 50	1	-	-	-	-	-	-	-	-	-	-
all ages	72	14	19	6	8	6	8	1	1	1	1

Table 6

SUGGESTED ADDITIONS TO LIBRARY - USERS

6A - Buffalo

6B - Rochester

6C - Syracuse

Legend:

Buffalo - More books; More classes; More space; Other; No response (NR)

Rochester - More books; More classes; More space; More records; Misc.; Nothing; No idea; No response (NR)

Syracuse - More books; More classes; More space; Other; No response (NR)

Table 6A

Buffalo

Age Group		More books		More classes		More space		Other		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	7	1	14	1	14	3	43	1	14	2	29
11 - 15	32	14	44	6	19	7	22	3	9	3	9
16 - 20	30	20	67	5	17	9	30	-	-	-	-
21 - 30	11	1	9	2	18	5	46	1	9	2	18
31 - 40	7	3	43	1	14	2	29	1	14	2	29
41 - 50	9	6	67	-	-	4	44	-	-	2	22
over 50	6	3	50	-	-	-	-	-	-	3	50
all ages	102	48	47	15	15	30	29	6	6	14	14

N.B. This is a multiple response question.

Table 6B

Rochester

Age Group		More books		More classes		More space		More records	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	12	86	4	29	13	93	10	71
16 - 20	24	17	21	-	-	9	38	1	4
21 - 30	44	30	69	6	14	15	34	1	2
31 - 40	15	14	93	-	-	13	87	2	13
41 - 50	6	6	100	-	-	3	50	-	-
over 50	6	5	83	-	-	4	67	2	33
NR	3	2	67	-	-	2	67	-	-
all ages	112	86	77	10	9	59	53	17	15

Age Group		Misc.		Nothing		No idea		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	-	-	-	-	-	-	-	-
16 - 20	24	4	17	1	4	-	-	-	-
21 - 30	44	1	2	5	11	2	5	1	2
31 - 40	15	-	-	-	-	-	-	-	-
41 - 50	6	2	67	-	-	-	-	-	-
over 50	6	-	-	-	-	1	17	1	17
NR	3	-	-	-	-	-	-	1	33
all ages	112	7	6	6	5	3	3	3	3

N.B. This is a multiple response question.

Table 6C

Syracuse

Age Group		More books		More classes		More space		Other		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	1	1	100	-	-	-	-	-	-	-	-
11 - 15	12	6	50	-	-	3	25	3	25	5	42
16 - 20	32	19	59	2	6	13	41	5	16	5	16
21 - 30	15	6	40	1	7	1	7	-	-	8	53
31 - 40	6	1	17	1	17	1	17	1	17	4	67
41 - 50	5	2	40	-	-	1	20	2	40	1	20
over 50	1	-	-	-	-	1	100	-	-	-	-
all ages	72	35	49	4	6	20	28	11	15	23	31

N.B. This is a multiple response question.

Table 7

SUGGESTED TYPES OF BOOKS TO BE ADDED - USERS

7A - Buffalo

7B - Rochester

7C - Syracuse

Legend:

Buffalo - Black literature/history; Fiction-mystery, humor, science fiction; Non-fiction-sports, biography; Science-technical; Social sciences and humanities; Self improvement, adult education, reference; Misc./other

Rochester - Black literature/history; Fiction-mystery, humor, best sellers; Non-fiction-religion, sports, biography; Self improvement, adult education, reference; Misc./other

Syracuse - Black literature/history; Fiction-mystery, humor, animals, science fiction; Non-fiction-sports, biography; Social Sciences and humanities; Self-improvement, fix-it, homemaking; Not sure; Misc.

Table 7A

Buffalo

Age Group		Black lit./his.		Fiction-mystery, humor, sci.fict.		Non-fict. sports, bio-graphy		Science and techni-cal	
	no.	no.	%	no.	&	no.	%	no.	%
6 - 10	7	-	-	1	14	-	-	-	-
11 - 15	32	1	3	7	22	3	9	-	-
16 - 20	30	8	27	-	-	2	7	3	10
21 - 30	11	2	22	1	11	-	-	-	-
31 - 40	7	-	-	-	-	-	-	2	29
41 - 50	9	-	-	2	22	-	-	-	-
over 50	6	-	-	4	67	-	-	-	-
all ages	102	11	11	15	15	5	5	3	3

Age Group		Soc. science and humanities		Self-improvement, adult education reference		Misc./other	
	no.	no.	%	no.	%	no.	%
6 - 10	7	-	-	-	-	-	-
11 - 15	32	1	3	2	6	-	-
16 - 20	30	6	20	3	10	-	-
21 - 30	11	-	-	-	-	-	-
31 - 40	7	-	-	2	29	-	-
41 - 50	9	-	-	-	-	3	33
over 50	6	-	-	-	-	-	-
all ages	102	7	7	7	7	3	3

N.B. This is a multiple response question.

Table 7B

Rochester

Age Group		Black lit./his.		Fiction-mystery, humor, best sel.		Non-fict. religion, sports, biography		Self-improvement, adult education, reference		Misc./ other	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	14	1	7	11	79	3	21	-	-	2	14
16 - 20	24	11	46	2	8	3	13	-	-	3	13
21 - 30	44	15	34	4	9	7	16	4	9	3	7
31 - 40	15	3	20	7	47	1	7	-	-	-	-
41 - 50	6	3	50	3	50	1	17	-	-	-	-
over 50	6	1	17	-	-	2	33	-	-	-	-
NR	3	-	-	-	-	-	-	-	-	-	-
all ages	112	34	30	27	24	17	15	4	4	8	[illegible]

Table 7C

Syracuse

Age Group		Black lit./his.		Fiction-mystery, hum.,ani., sci.fict.		Non-fiction-sports, biography		Social sciences and humanities	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	1	100	1	100	-	-
11 - 15	12	1	8	2	17	1	8	1	8
16 - 20	32	6	19	8	25	3	9	4	13
21 - 30	15	1	7	2	13	-	-	2	13
31 - 40	6	1	17	-	-	-	-	-	-
41 - 50	5	-	-	-	-	-	-	1	20
over 50	1	-	-	-	-	-	-	-	-
all ages	72	9	13	13	18	4	6	8	11

Age Group		Self-improvement, fix-it, homemaking		Not sure		Misc.	
	no.	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	-	-
11 - 15	12	1	8	-	-	-	-
16 - 20	32	1	3	1	3	2	6
21 - 30	15	-	-	-	-	-	-
31 - 40	6	-	-	-	-	1	17
41 - 50	5	-	-	-	-	-	-
over 50	1	-	-	-	-	-	-
all ages	72	2	3	1	1	3	4

N.B. This is a multiple response question.

Table 8

DATE OF FIRST VISIT TO LIBRARY - USERS

8A - Buffalo

8B - Rochester

8C - Syracuse

Legend:

Buffalo - 1969, 68, 67, 66, 60-65, 55-59, Before 1954, No response

Rochester - 1969, 68, 67, 66, 60-65, 55-59, Before 1954, Don't know/NR

Syracuse - 1969, 68, 67, 66, 60-65, 55-59, Before 1954, Not specific, No response

Table 8A

Buffalo

Age Group		1969		1968		1967		1966	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	1	14	4	58	1	4
11 - 15	32	-	-	4	13	2	6	3	9
16 - 20	30	1	3	3	10	2	7	1	3
21 - 30	11	3	28	2	18	-	-	1	9
31 - 40	7	1	14	-	-	-	-	1	14
41 - 50	9	-	-	1	11	-	-	1	11
over 50	6	1	17	-	-	1	11	-	-
all ages	102	6	6	11	11	9	9	8	8

Age Group		1960-5		1955-9		Before 1954		NR	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	-	-	-	-	-	-	1	14
11 - 15	32	21	66	2	6	-	-	-	-
16 - 20	30	11	37	12	40	-	-	-	-
21 - 30	11	2	18	1	9	1	9	1	9
31 - 40	7	2	29	2	29	1	14	-	-
41 - 50	9	1	11	2	22	3	34	1	11
over 50	6	-	-	2	33	1	17	1	17
all ages	102	37	36	21	20	6	6	4	4

Table 8B

Rochester

Age Group		1969		1968		1967		1966	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	-	-	-	-	6	42	-	-
16 - 20	24	-	-	3	13	2	8	3	13
21 - 30	44	1	2	5	11	7	16	2	5
31 - 40	15	1	8	1	8	4	26	-	-
41 - 50	6	-	-	-	-	-	-	-	-
over 50	6	-	-	1	17	1	17	-	-
NR	3	-	-	1	33	1	1	1	1
all ages	112	2	27	11	10	20	18	5	4

Age Group		1960-5		1955-9		Before 1954		Don't know/NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	4	29	-	-	-	-	4	29
16 - 20	24	9	37	2	8	-	-	5	21
21 - 30	44	8	18	4	9	6	14	11	25
31 - 40	15	3	20	1	8	-	-	5	30
41 - 50	6	3	50	-	-	-	-	3	50
over 50	6	-	-	-	-	2	33	2	33
NR	3	-	-	-	-	-	-	2	67
all ages	112	27	24	7	6	8	7	32	29

Table 8C

Syracuse

Age Group		1969		1968		1967		1966		1960-
	no.	no.	%	no.	%	no.	%	no.	%	no.
6 - 10	1	1	100	-	-	-	-	-	-	-
11 - 15	12	2	17	1	8	1	8	1	8	5
16 - 20	32	4	13	10	31	-	-	3	9	2
21 - 30	15	4	27	4	27	-	-	-	-	4
31 - 40	6	1	17	1	17	1	17	-	-	1
41 - 50	5	-	-	-	-	1	20	-	-	2
over 50	1	-	-	-	-	-	-	-	-	-
all ages	72	12	17	16	22	3	4	4	6	14

Age Group		1955-9		Before 1954		Not specific		NR	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	-	-	-	-
11 - 15	12	1	8	-	-	1	8	-	-
16 - 20	32	6	19	-	-	5	16	2	6
21 - 30	15	1	6	1	6	-	-	1	6
31 - 40	6	2	33	-	-	-	-	-	-
41 - 50	5	-	-	1	20	-	-	1	20
over 50	1	-	-	1	100	-	-	-	-
all ages	72	10	14	3	4	3	4	6	6

Table 9

REASON FOR FIRST VISIT TO LIBRARY

9A - Buffalo

9B - Rochester

9C - Syracuse

Legend:

Buffalo - Teacher, school, study; Family, friends; Personal desire; Other

Rochester - Teacher, school, study; Family, friends; Personal desire; No response, don't know, other

Syracuse - Teacher, school, study; Family, friends; Personal desire; Other

Table 9A

Buffalo

Age Group		Teacher, school, study		Family, friends		Personal desire		Other	
	no.	no.	%	no.	%	no.	%	no.	%
6 - 10	7	3	43	3	43	3	39	1	14
11 - 15	32	11	34	16	50	4	13	1	3
16 - 20	30	16	53	7	23	6	20	1	3
21 - 30	11	4	36	1	9	7	64	-	-
31 - 40	7	1	14	-	-	6	86	1	14
41 - 50	9	1	11	-	-	6	67	2	22
over 50	6	-	-	-	-	6	100	-	-
all ages	102	36	35	27	26	37	36	6	6

Table 9B

Rochester

Age Group		Teacher, school, study		Family, friends		Personal desire		NR, Don't know, other	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	10	72	3	21	1	7	-	-
16 - 20	24	12	50	5	20	4	17	3	13
21 - 30	44	19	43	3	7	19	43	3	7
31 - 40	15	5	33	7	47	1	7	2	13
41 - 50	6	1	17	2	33	3	50	-	-
over 50	6	1	17	2	33	2	33	1	17
NR	3	-	-	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$
all ages	112	48	43	23	20	31	28	10	9

Table 9C

Syracuse

Age Group		Teacher, school,study		Family, friends		Personal desire		Other		
	no.	no.	%	no.	%	no.	%	no.	%	
6 - 10	1	1	100	-	-	-	-	-	-	
11 -- 15	12	2	17	2	17	4	33	-	-	
16 - 20	32	16	50	5	17	6	19	-	-	
21 - 30	15	5	33	-	-	3	20	-	-	
31 - 40	6	-	-	-	-	3	50	-	-	
41 - 50	5	-	-	-	-	3	60	1	20	(t
over 50	1	-	-	1	100	-	-	1	100	(r
all ages	72	24	34	8	11	19	26	2	2	

Table 10

DISTANCE FROM HOME TO LIBRARY - USERS

10A - Buffalo

10B - Rochester

10C - Syracuse

Legend:

Buffalo - 1-10 blocks, 11-15 blocks, over 15 blocks, other

Rochester - 1-10 blocks, 11-15 blocks, over 15 blocks, no response (NR)

Syracuse - 1-10 blocks, 11-15 blocks, over 15 blocks, other

Table 10A

Buffalo

Age Group		1-10 blocks		11-15 blocks		over 15 blocks		oth
	no.	no.	%	no.	%	no.	%	no.
6 - 10	7	4	57	-	-	1	13	2
11 - 15	32	27	84	3	10	2	6	-
16 - 20	30	26	86	2	7	2	7	-
21 - 30	11	9	82	1	9	1	9	-
31 - 40	7	4	57	1	14	2	29	-
41 - 50	9	8	89	-	-	-	-	1
over 50	6	5	83	-	-	1	17	-
all ages	102	83	81	7	7	9	9	3

Table 10B

Rochester

Age Group		1-10 blocks		11-15 blocks		over 15 blocks		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	14	8	57	5	36	1	7	-	-
16 - 20	24	16	67	4	17	1	4	3	12
21 - 30	44	22	50	7	16	6	14	9	20
31 - 40	15	4	27	10	67	-	-	1	6
41 - 50	6	3	50	2	33	-	-	1	17
over 50	6	3	50	2	33	-	-	1	17
NR	3	2	67	-	-	-	-	1	33
all ages	112	58	52	30	27	8	7	16	14

Table 10C

Syracuse

Age Group		1-10 blocks		10-15 blocks		over 15 blocks		other		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	-	-	1	100	-	-
11 - 15	12	8	67	-	-	2	17	-	-	2	17
16 - 20	32	18	56	2	6	5	17	-	-	7	21
21 - 30	15	6	40	2	14	-	-	1	6	6	40
31 - 40	6	3	50	-	-	1	17	-	-	2	33
41 - 50	5	1	20	-	-	3	60	-	-	1	20
over 50	1	-	-	-	-	-	-	-	-	1	100
all ages	72	36	50	4	67	11	15	2	3	19	26

Table 11

AGE OF USERS

11A - Buffalo

11B - Rochester

11C - Syracuse

Table 11A

Buffalo

Age Group	Number of respondents	% of universe
6 - 10	7	7
11 - 15	32	31
16 - 20	30	29
21 - 30	11	11
31 - 40	7	7
41 - 50	9	9
over 50	6	6
	102	100

Table 11B

Rochester

Age Group	Number of respondents	% of universe
11 - 15	14	13
16 - 20	24	22
21 - 30	44	39
31 - 40	15	13
41 - 50	6	5
over 50	6	5
NR	3	3
	112	100

Table 11C

Syracuse

Age Group	Number of respondents	% of universe
6 - 10	1	2
11 - 15	12	17
16 - 20	32	44
21 - 30	15	21
31 - 40	6	7
41 - 50	5	7
over 50	1	2
	72	100

Table 12

SEX OF USERS

12A - Buffalo

12B - Rochester

12C - Syracuse

Table 12A

Buffalo

Age Group		Male		Female		NR	
	no.	no.	%	no.	%	no.	%
6 - 10	7	2	29	5	71	-	-
11 - 15	32	12	38	20	62	-	-
16 - 20	30	9	30	18	60	3	10
21 - 30	11	4	36	7	64	-	-
31 - 40	7	2	29	4	57	1	14
41 - 50	9	4	45	3	33	2	22
over 50	6	3	50	3	58	-	-
all ages	102	36	35	50	59	6	6

Table 12B

Rochester

Age Group		Male		Female		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	14	2	14	12	86	-	-
16 - 20	24	6	25	18	75	-	-
21 - 30	44	19	43	25	57	-	-
31 - 40	15	3	20	12	80	-	-
41 - 50	6	2	33	4	67	-	-
over 50	6	1	17	5	83	-	-
NR	3	-	-	2	67	1	33
all ages	112	33	29	78	70	1	1

Table 12C

Syracuse

Age Group		Male		Female		NR	
	no.	no.	%	no.	%	no.	%
6 - 10	1	1	100	-	-	-	-
11 - 15	12	2	17	10	83	-	-
16 - 20	32	8	25	24	75	-	-
21 - 30	15	7	47	8	53	-	-
31 - 40	6	2	33	4	67	-	-
41 - 50	5	2	40	2	40	1	20
over 50	1	-	-	1	100	-	-
all ages	72	22	31	49	68	1	1

Table 13

SCHOOL ATTENDANCE OF USERS

13A - Buffalo
13B - Rochester
13C - Syracuse

Table 13A

Buffalo

Age Group		Attending		Not Attending	
	no.	no.	%	no.	%
6 - 10	7	7	100	-	-
11 - 15	32	31	97	1	
16 - 20	30	28	93	2	7
21 - 30	11	6	55	5	45
31 - 40	7	3	43	4	57
41 - 50	9	2	22	7	78
over 50	6	-	-	6	100
all ages	102	77	75	25	25

Table 13B

Rochester

Age Groups		Attending		Not attending	
	no.	no.	%	no.	%
11 - 15	14	14	100	-	-
16 - 20	24	17	71	7	29
21 - 30	44	10	23	34	77
31 - 40	15	5	33	10	67
41 - 50	6	1	17	5	83
over 50	6	3	50	3	50
NR	3	1	33	2	67
all ages	112	51	46	61	54

Table 13C

Syracuse

Age Group		Attending		Not attending	
	no.	no.	%	no.	%
6 - 10	1	1	100	-	-
11 - 15	12	12	100	-	-
16 - 20	32	27	84	5	16
21 - 30	15	5	33	10	67
31 - 40	6	4	67	2	33
41 - 50	5	2	40	3	60
over 50	1	-	-	1	100
all ages	72	51	71	21	29

Table 14A

PRESENT EMPLOYMENT OF USERS

14A - Buffalo

14B - Rochester

14C - Syracuse

Table 14A

Buffalo

Age Group		Employed		Not Employed		NR	
	no.	no.	%	no.	%	no.	%
6 - 10	7	-	-	-	-	7	100
11 - 15	32	-	-	-	-	32	100
16 - 20	30	6	20	1	3	23	77
21 - 30	11	8	73	1	9	2	18
31 - 40	7	6	86	-	-	1	14
41 - 50	9	8	88	-	-	1	11
over 50	6	4	66	1	17	1	17
all ages	102	32	31	3	3	67	66

Table 14B

Rochester

Age Group		Employed		Not employed		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	14	1	7	-	-	13	93
16 - 20	24	15	63	1	4	8	33
21 - 30	44	38	86	3	7	3	7
31 - 40	15	14	93	-	-	1	7
41 - 50	6	5	83	-	-	1	17
over 50	6	6	100	-	-	-	-
NR	3	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$	1	$33\frac{1}{3}$
all ages	112	80	72	4	4	27	24

Table 14C

Syracuse

Age Group		Employed		Not employed		NR	
	no.	no.	%	no.	%	no.	%
6 - 10	1	-	-	-	-	1	100
11 - 15	12	-	-	-	-	12	100
16 - 20	32	14	44	2	6	16	50
21 - 30	15	9	60	-	-	6	40
31 - 40	6	3	50	-	-	3	50
41 - 50	5	3	60	-	-	2	40
over 50	1	-	-	-	-	1	100
all ages	72	29	40	2	3	4	57

Table 15

PREVIOUS USE OF LIBRARY - NON-USERS

15A - Buffalo

15B - Rochester

15C - Syracuse

Table 15A

Buffalo

Age Group		Yes		No	
	no.	no.	%	no.	%
11 - 15	3	1	33	2	67
16 - 20	32	6	19	26	81
21 - 30	38	-	-	38	100
31 - 40	29	3	10	26	90
41 - 50	23	-	-	23	100
over 50	11	-	-	11	100
all ages	136	10	7	126	93

Table 15B

Rochester

Age Group		Yes		No	
	no.	no.	%	no.	%
11 - 15	16	14	88	2	12
16 - 20	30	21	70	9	30
21 - 30	33	18	55	15	45
31 - 40	23	11	48	12	52
41 - 50	8	3	38	5	62
over 50	9	2	22	7	88
NR	1	1	100	-	-
all ages	120	70	58	50	42

Table 15C

Syracuse

Age Group		Yes		No	
	no.	no.	%	no.	%
11 - 15	8	6	75	2	25
16 - 20	28	13	46	15	54
21 - 30	28	8	29	20	71
31 - 40	9	1	11	8	89
41 - 50	7	2	29	5	71
over 50	10	2	20	8	80
NR	2	2	100	-	-
all ages	92	34	37	58	63

Table 16

KNOWLEDGE OF NEAREST BRANCH OF LIBRARY - NON-USERS

16A - Buffalo
16B - Rochester
16C - Syracuse

Table 16A

Buffalo

Age Groups		No		Yes		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	3	-	-	2	67	1	33
16 - 20	32	4	13	26	81	2	6
21 - 30	38	16	42	22	58	-	-
31 - 40	29	20	69	9	31	-	-
41 - 50	23	16	70	7	30	-	-
over 50	11	9	82	2	18	-	-
all ages	136	65	48	68	50	3	2

Table 16B

Rochester

Age Group		No		Yes		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	16	-	-	16	100	-	-
16 - 20	30	5	17	24	80	1	3
21 - 30	33	7	21	24	73	2	6
31 - 40	23	2	9	19	82	2	9
41 - 50	8	-	-	8	100	-	-
over 50	9	1	11	7	78	1	11
NR	1	-	-	1	100	-	-
all ages	120	15	12	99	83	6	5

Table 16C

Syracuse

Age Group		No		Yes		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	8	2	25	6	75	-	-
16 - 20	28	21	75	7	25	-	-
21 - 30	28	23	82	4	14	1	4
31 - 40	9	6	67	3	33	-	-
41 - 50	7	6	86	-	-	1	14
over 50	10	9	90	1	10	-	-
NR	2	-	-	1	50	1	50
all ages	92	67	73	22	24	3	3

Table 17

TYPES OF THINGS NON-USERS THINK CAN BE DONE IN THE LIBRARY

17A - Buffalo

17B - Rochester

17C - Syracuse

Legend:

Buffalo .- Read, Take out books, Study, Class, Films, Other

Rochester - Read, Take out books, Study, Class, Records, View pictures and films, Group and club meeting, No response, (NR)

Syracuse - Read, Take out Books, Study, Class

Table 17A

Buffalo

Age Group		Read		Take out books		Study	
	no.	no.	%	no.	%	no.	%
11 - 15	3	3	100	3	100	2	67
16 - 20	32	29	91	32	100	26	81
21 - 30	38	33	87	38	100	24	63
31 - 40	29	29	100	29	100	25	87
41 - 50	23	21	91	23	100	15	65
over 50	11	11	100	9	82	4	36
all ages	136	116	85	134	99	97	71

Age Group		Class		Films		Other	
	no.	no.	%	no.	%	no.	%
11 - 15	3	2	67	1	33	1	33
16 - 20	32	9	28	5	16	-	-
21 - 30	38	2	5	3	8	-	-
31 - 40	29	3	10	1	3	2	7
41 - 50	23	2	9	-	-	-	-
over 50	11	-	-	-	-	-	-
all ages	136	18	13	10	7	3	2

Table 17B

Rochester

Age Group		Read		Take out books		Study		Class	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	16	13	81	12	75	9	56	-	-
16 - 20	30	30	100	27	90	15	50	6	20
21 - 30	33	31	94	33	100	14	42	4	12
31 - 40	23	21	91	18	78	6	26	2	9
41 - 50	8	6	75	5	63	3	38	-	-
over 50	9	6	67	4	44	1	11	1	11
NR	1	-	-	1	100	-	-	-	-
all ages	120	107	89	100	83	48	40	13	11

Age Group		Records		View pict. and films		Group & Club Meet.		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	16	--	-	-	-	-	-	-	-
15 - 20	30	9	30	5	17	-	-	-	-
21 - 30	33	8	24	7	21	2	6	-	-
31 - 40	23	3	13	3	13	-	-	1	4
41 - 50	8	2	25	2	25	-	-	1	13
over 50	9	1	11	-	-	-	-	1	11
NR	1	-	-	-	-	-	-	-	-
all ages	120	23	19	17	14	2	2	3	3

Table 17C

Syracuse

Age Group		Read		Take out books		Study		Class	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	8	6	75	8	100	6	75	2	25
16 - 20	28	23	82	22	79	10	36	1	4
21 - 30	28	24	86	24	86	15	54	-	-
31 - 40	9	6	67	9	100	1	11	-	-
41 - 50	7	7	100	6	86	3	43	1	14
over 50	10	9	90	7	7	1	10	-	-
NR	2	1	50	2	100	1	50	-	-
all ages	92	76	83	78	85	37	40	4	4

Table 18

FAVORITE KINDS OF BOOKS - NON-USERS

18A - Buffalo

18B - Rochester

18C - Syracuse

Legend:

Buffalo - Black literature; Fiction-mystery, humor, science fiction; Non-fiction-sports, biography; Poetry, religion; Can't/don't read; No response (NR)

Rochester - Black literature; Fiction-mystery; Non-fiction-sports, biography; Science; Social Sciences and humanities; Craft, do-it-yourself, homemaking; Periodicals; Can't/don't read

Syracuse - Black literature; Fiction-paperbacks, mystery, humor; Non-fiction-sports; History, reference, "educational"; Career, craft, do-it-yourself; Periodicals; Can't/don't like to read; No response (NR)

Table 18A

Buffalo

Age Group		Black literature		Fiction-mystery, humor, science fiction		Non-fiction sports, biography	
	no.	no.	%	no.	%	no.	%
11 - 15	3	-	-	2	67	-	-
16 - 20	32	11	34	20	63	3	9
21 - 30	38	8	21	23	72	5	16
31 - 40	29	5	17	20	69	1	3
41 - 50	23	4	17	16	55	-	-
over 50	11	-	-	5	45	-	-
all ages	136	28	21	86	63	9	7

Age Group		Poetry, religion		Can't/don't read		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	3	-	-	-	-	1	33
16 - 20	32	-	-	1	3	2	6
21 - 30	38	-	-	1	3	1	3
31 - 40	29	1	3	1	3	2	7
41 - 50	23	1	3	-	-	3	10
over 50	11	1	9	2	18	3	27
all ages	136	3	2	5	4	12	9

N.B. This is a multiple response question.

Table 18B

Rochester

Age Group		Black literature		Fiction mystery		Non-fict. sports, biography		Science		Soc.Sci. and humanities	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	16	-	-	10	63	3	19	-	-	1	6
16 - 20	30	-	-	22	73	2	7	1	3	3	10
21 - 30	33	4	12	17	52	2	6	2	6	5	15
31 - 40	23	1	4	12	52	2	9	1	4	6	26
41 - 50	8	-	-	4	50	1	13	-	-	2	25
over 50	9	-	-	1	11	-	-	-	-	3	33
NR	1	-	-	1	100	-	-	-	-	-	-
all ages	120	5	4	67	56	10	8	4	3	20	17

Age Group		Craft, do-it yourself, humanities		Periodicals		Can't/con't read		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	16	-	-	3	19	1	6	-	-
16 - 20	30	2	7	1	3	1	3	-	-
21 - 30	33	1	3	2	6	2	6	2	6
31 - 40	23	1	4	1	4	2	9	-	-
41 - 50	8	-	-	-	-	1	13	-	-
over 50	9	-	-	2	22	4	44	-	-
NR	1	-	-	-	-	-	-	-	-
all ages	120	4	3	9	8	11	9	2	2

N.B. This is a multiple response question.

Table 18C

Syracuse

Age Group		Black literature		Fiction paperback mys.,hum.		Non-fict. sports		History reference "educational"	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	8	3	38	3	38	2	25	-	-
16 - 20	28	10	36	5	18	6	21	1	4
21 - 30	28	4	14	10	36	1	4	-	-
31 - 40	9	-	-	1	11	-	-	1	11
41 - 50	7	-	-	3	43	-	-	2	29
over 50	10	-	-	2	20	-	-	3	30
NR	2	-	-	-	-	-	-	-	-
all ages	92	17	18	24	26	9	10	4	4

Age Group		Career, craft,do-it yourself		Periodicals		Can't/don't like to read		NR
	no.	no.	%	no.	%	no.	%	no.
11 - 15	8	-	-	-	-	-	-	-
16 - 20	28	4	14	-	-	1	4	1
21 - 30	28	5	18	2	7	4	14	3
31 - 40	9	2	22	1	11	2	22	-
41 - 50	7	1	14	-	-	2	29	1
over 50	10	3	30	-	-	7	70	-
NR	2	-	-	-	-	-	-	2
all ages	92	15	16	3	3	16	17	7

N.B. This is a multiple response question.

Table 19

NON-USERS' WILLINGNESS TO USE LIBRARY IF IT ACQUIRED DESIRED TYPE OF BOOK

19A - Buffalo
19B - Rochester
19C - Syracuse

Table 19A

Buffalo

Age Group		Yes		No		Maybe		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	3	2	67	-	-	-	-	1	33
16 - 20	32	19	59	8	25	1	3	4	13
21 - 30	38	13	34	21	55	-	-	4	11
31 - 40	29	6	21	22	76	-	-	1	3
41 - 50	23	3	13	17	74	-	-	3	13
over 50	11	1	10	5	45	-	-	5	45
all ages	136	44	32	73	54	1	1	18	13

Table 19B

Rochester

Age Group		Yes		No		Maybe		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	16	13	81	3	19	-	-	-	-
16 - 20	30	19	63	11	37	-	-	-	-
21 - 30	33	24	73	5	15	1	3	3	9
31 - 40	23	14	61	6	26	-	-	3	13
41 - 50	8	4	50	3	37	-	-	1	13
over 50	9	1	11	3	33	-	-	5	56
NR	1	-	-	1	100	-	-	-	-
all ages	120	75	63	32	26	1	1	12	10

Table 19C

Syracuse

Age Group		Yes		No		Maybe		NR	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	8	7	87	1	13	-	-	-	-
16 - 20	28	21	75	6	21	1	4	1	1
21 - 30	28	9	32	14	50	4	14	1	4
31 - 40	9	6	67	3	33	-	-	-	-
41 - 50	7	6	86	1	14	-	-	-	-
over 50	10	1	10	9	90	-	-	-	-
NR	2	-	-	1	50	-	-	-	-
all ages	92	50	54	35	38	5	6	2	2

Table 20

NON-USERS' KNOWLEDGE OF LIBRARY CARD

20A - Buffalo
20B - Rochester
20C - Syracuse

Table 20A

Buffalo

Age Group		Yes		No	
	no.	no.	%	no.	%
11 - 15	3	3	100	-	-
16 - 20	32	32	100	-	-
21 - 30	38	38	100	-	-
31 - 40	29	28	97	1	3
41 - 50	23	22	96	1	4
over 50	11	10	91	1	9
all ages	136	133	98	3	2

Table 20B

Rochester

Age Group		Yes		No		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	16	16	100	-	-	-	-
16 - 20	30	29	97	-	-	1	37
21 - 30	33	31	94	2	6	-	-
31 - 40	23	19	82	2	9	2	9
41 - 50	8	6	75	2	25	-	-
over 50	9	8	89	1	11	-	-
NR	1	1	100	-	-	-	-
all ages	120	110	92	7	6	3	2

Table 20C

Syracuse

Age Group		Yes		No	
	no.	no.	%	no.	%
11 - 15	8	7	87	1	13
16 - 20	28	25	89	3	11
21 - 30	28	20	71	8	29
31 - 40	9	7	78	2	22
41 - 50	7	5	71	2	29
over 50	10	1	10	9	90
NR	2	2	100	-	-
all ages	92	67	73	25	27

Table 21

NON-USERS' KNOWLEDGE OF HOW TO GET A LIBRARY CARD

% of those who know what a library card is

21A - Buffalo
21B - Rochester
21C - Syracuse

Table 21A

Buffalo

Age Group	Yes		No	
	no.	% of those who know what a card is	no.	% of those who know what a card is
11 - 15	3	100	-	-
16 - 20	23	72	9	28
21 - 30	18	47	20	53
31 - 40	18	64	10	36
41 - 50	9	41	13	59
over 50	2	20	8	80
all ages	73	55	60	45

Table 21B

Rochester

Age Group	Yes		No		NR	
	no.	% of those who know what a card is	no.	% of those who know what a card is	no.	% of those who know what a card is
11 - 15	15	94	1	6	-	-
16 - 20	26	90	3	10	-	-
21 - 30	27	87	3	10	1	3
31 - 40	19	100	-	-	-	-
41 - 50	5	83	1	17	-	-
over 50	5	63	3	37	-	-
NR	1	100	-	-	-	-
all ages	98	89	11	10	1	1

Table 21C

Syracuse

Age Group	Yes		No	
	no.	% of those who know what a card is	no.	% of those who know what a card is
11 - 15	7	100	-	-
16 - 20	6	24	19	76
21 - 30	5	25	15	75
31 - 40	2	29	5	71
41 - 50	3	60	2	40
over 50	1	100	-	-
NR	1	50	1	50
all ages	25	37	42	63

Table 22

NON-USERS' SUGGESTIONS FOR HELP IN USING LIBRARY

22A - Buffalo

22B - Rochester

22C - Syracuse

Legend:

Buffalo - Help me get card; Teach me how to use the library; Teach me to read or read better; Give me special courses; No response

Rochester - Help me get card; Teach me how to use the library; Teach me to read or read better; Give me special courses; Other; Nothing; NR

Syracuse - Help me get card; Teach me how to use the library; Teach me to read or read better; Give me special courses; Not sure, not much, nothing, etc., No response (NR)

Table 22A

Buffalo

Age Group		Help me get a card		Teach me how to use the library		Teach me to read or read better		Give me special courses		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	3	-	-	1	33	3	100	1	33	-	-
16 - 20	32	9	28	10	31	19	59	12	38	8	25
21 - 30	38	28	74	27	71	31	82	14	37	5	13
31 - 40	29	23	79	26	90	27	93	13	45	1	4
41 - 50	23	19	83	21	91	22	96	5	22	-	-
over 50	11	8	73	9	82	10	91	2	18	-	-
all ages	136	87	64	94	69	112	82	47	35	14	10

N.B. This is a multiple response question.

Table 22B

Rochester

Age Group		Help me get a card		Teach me how to use the library		Teach me to read or read better		Give me special courses	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	16	9	56	8	50	10	63	-	-
16 - 20	30	7	23	14	47	4	13	6	20
21 - 30	33	11	33	15	45	17	52	11	33
31 - 40	23	5	22	10	43	10	43	4	17
41 - 50	8	3	38	4	50	4	50	2	25
over 50	9	2	22	4	44	3	33	-	-
NR	1	-	-	-	-	-	-	-	-
all ages	120	37	31	55	46	48	40	33	19

Age Group		Other		Nothing		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	16	-	-	-	-	-	-
16 - 20	30	2	7	1	3	4	13
21 - 30	33	2	6	1	12	3	9
31 - 40	23	2	9	1	4	-	-
41 - 50	8	-	-	1	13	-	-
over 50	9	-	-	-	-	3	33
NR	1	-	-	1	100	-	-
all ages	120	6	5	5	4	10	8

N.B. This is a multiple response.

Table 22C

Syracuse

Age Group		Help me get a card		Teach me how to use the library		Teach me to read or read better		Give me special courses	
	no.	no.	%	no.	%	no.	%	no.	%
11 - 15	8	2	25	5	63	3	38	1	13
16 - 20	28	5	18	19	68	7	25	2	7
21 - 30	28	5	18	9	32	1	4	1	4
31 - 40	9	-	-	4	44	-	-	-	-
41 - 50	7	-	-	1	14	1	14	3	43
over 50	10	-	-	-	-	-	-	2	20
NR	2	-	-	1	50	-	-	-	-
all ages	92	12	13	39	42	12	13	9	10

Age Group		Not sure		Nothing, not much, no time, etc.		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	8	-	-	-	-	1	13
16 - 20	28	2	7	3	11	1	4
21 - 30	28	1	4	12	43	1	47
31 - 40	9	1	11	3	33	1	11
41 - 50	7	1	14	-	-	2	29
over 50	10	-	-	5	50	3	30
NR	2	-	-	-	-	1	50
all ages	92	5	5	23	25	10	11

N.B. This is a multiple response question.

Table 23

ADDITIONAL SUGGESTIONS OF NON-USERS

22A - Buffalo

22B - Rochester

22C - Syracuse

Legend:

Buffalo	- More, better books, esp. black; More records, films; Larger physical plant, new library, inc. lounge; Increased community activities and awareness; Expanded hours; Expanded loan policy; More classes; Misc.; Nothing, not much, No response (NR)
Rochester	- English and reading classes; Adult education/handicraft classes; Job training and assistance in locating; Physical location difficulties; better information services and personnel community; More books and assistance with reference problems; More/better record; More, better activities, films; Misc./other; Nothing; Not sure; No response (NR)
Syracuse	- Assist in locating; Assist in selection; More/better/newer books; Greater relevancy; Misc.; Nothing, not much; Not sure; No response (NR)

Table 23A

Buffalo

Age Group		More better books esp.black		More records films		Larger phys.pl. new lib. lounge		Increased community activ. & awareness		Expanded hours	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	3	1	33	1	33	3	100	-	-	2	67
16 - 20	32	8	25	12	35	10	31	6	19	4	13
21 - 30	38	1	3	3	8	21	10	26	26	2	5
31 - 40	29	2	7	1	3	3	10	6	21	2	7
41 - 50	23	2	9	-	-	1	4	1	4	2	9
over 50	11	1	9	1	9	3	27	1	9	-	-
all ages	136	15	11	18	13	28	21	24	17	12	9

Age Group		Expanded loan policy		More classes		Misc.		Nothing, not much		NR	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	3	-	-	-	-	-	-	-	-	-	-
16 - 20	32	3	9	2	6	-	-	2	6	3	9
21 - 30	38	-	-	2	5	1	3	2	5	17	45
31 - 40	29	-	-	1	3	-	-	-	-	17	59
41 - 50	23	-	-	4	17	1	4	1	4	15	65
over 50	11	-	-	-	-	-	-	-	-	6	55
all ages	136	3	2	9	7	2	1	5	4	58	43

N.B. This is a multiple response question.

Table 22B

Rochester

Age Group		English and reading Classes		Adult ed. handicraft classes		Job train & assistance in locating		Physical location difficulties		Better info. services & personnel community	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	16	4	25	1	6	1	6	-	-	-	-
16 - 20	30	-	-	5	17	2	7	2	7	-	-
21 - 30	33	4	12	3	9	2	6	5	15	2	69
31 - 40	23	1	4	2	9	-	-	1	4	4	17
41 - 50	8	1	13	-	-	-	-	-	-	-	-
over 50	9	-	-	-	-	-	-	1	11	-	-
NR	1	-	-	-	-	-	-	-	-	-	-
all ages	120	10	8	11	9	5	4	9	8	6	5

Age Group		More books & assist. with ref. problems		More/ better record		More/ better activities films		Misc./ other		Nothing	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	16	3	19	-	-	1	6	-	-	2	13
16 - 20	30	4	13	1	3	2	7	1	3	7	23
21 - 30	33	4	12	-	-	-	-	1	3	8	24
31 - 40	23	-	-	1	4	1	4	-	-	6	26
41 - 50	8	-	-	-	-	-	-	1	13	1	13
over 50	9	-	-	-	-	-	-	2	22	2	22
NR	1	-	-	-	-	-	-	-	-	-	-
all ages	120	11	9	2	2	4	3	5	4	26	22

Table 22B continued

Rochester

Age Group		Not sure		NR	
	no.	no.	%	no.	%
11 - 15	16	1	6	3	19
16 - 20	30	-	-	6	20
21 - 30	33	3	9	2	6
31 - 40	23	2	9	5	22
41 - 50	8	1	13	4	50
over 50	9	1	11	3	33
NR	1	-	-	1	100
all ages	120	8	7	24	20

N.B. This is a multiple response question.

Table 22C

Syracuse

Age Group		Assist in location		Assist in selection		More/ better/ newer books		Greater relevancy		Misc.	
	no.	no.	%	no.	%	no.	%	no.	%	no.	%
11 - 15	8	3	37½	1	12½	1	12½	-	-	1	12½
16 - 20	28	2	7	1	4	2	7	3	11	1	4
21 - 30	28	-	-	-	-	3	11	3	11	1	4
31 - 40	9	-	-	-	-	1	11	-	-	1	11
41 - 50	7	-	-	-	-	-	-	1	11	-	-
over 50	10	-	-	-	-	-	-	-	-	-	-
NR	2	-	-	-	-	-	-	-	-	-	-
all ages	92	5	5	2	2	7	7	7	4	4	19

Age Group		Nothing, not much		Not sure		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	8	-	-	-	-	2	25
16 - 20	28	4	14	4	14	12	43
21 - 30	28	6	21	5	18	10	36
31 - 40	9	2	22	-	-	5	56
41 - 50	7	1	11	-	-	5	56
over 50	10	6	60	-	-	4	40
NR	2	-	-	-	-	2	100
all ages	92	19	21	9	10	40	43

N.B. This is a multiple response question.

Table 24

AGE OF NON-USERS

24A - Buffalo

24B - Rochester

24C - Syracuse

Table 24A

Buffalo

Age Group	Number	% of the Universe
11 - 15	3	2
16 - 20	32	24
21 - 30	38	28
31 - 40	29	21
41 - 50	23	17
over 50	11	8
all ages	136	100

Table 24B

Rochester

Age Group	Number	% of the Universe
6 - 10	NR	NR
11 - 15	16	13
16 - 20	30	25
21 - 30	33	27
31 - 40	23	19
41 - 50	8	7
over 50	9	8
NR	1	1
all ages	120	100

Table 24C

Syracuse

Age Group	Number	% of the Universe
11 - 15	8	9
16 - 20	28	30
21 - 30	28	30
31 - 40	9	10
41 - 50	7	8
over 50	10	11
NR	2	2
all ages	92	100

Table 25

SEX OF NON-USERS

25A - Buffalo
25B - Rochester
25C - Syracuse

Table 25A

Buffalo

Age Group		Male		Female		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	3	1	33	2	67	-	-
16 - 20		18	56	13	41	1	3
21 - 30	38	20	53	17	45	1	3
31 - 40	29	16	55	13	45	-	-
41 - 50	23	14	61	9	39	-	-
over 50	11	9	82	2	18	-	-
all ages	136	78	57	56	41	2	2

Table 25B

Rochester

Age Group		Male		Female		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	16	2	12	14	88	-	-
16 - 20	30	8	27	]]	73	-	-
21 - 30	33	9	27	24	73	-	-
31 - 40	23	5	22	17	74	1	4
41 - 50	8	4	50	4	50	-	-
over 50	9	4	4	5	6	-	-
NR	1	1	100	-	-	-	-
all ages	120	33	27	86	72	1	1

Table 25C

Syracuse

Age Group		Male		Female	
	no.	no.	%	no.	%
11 - 15	8	6	75	2	25
16 - 20	28	17	61	11	39
21 - 30	28	12	43	16	57
31 - 40	9	5	56	4	44
41 - 50	7	1	14	6	86
over 50	10	8	80	2	20
NR	2	-	-	2	100
all ages	92	49	53	43	47

Table 26

SCHOOL ATTENDANCE OF NON-USERS'

26A - Buffalo

26B - Rochester

26C - Syracuse

Table 26A

Buffalo

Age Group		Attending		Not attending	
	no.	no.	%	no.	%
11 - 15	3	3	100	-	-
16 - 20	30	15	47	17	53
21 - 30	38	-	-	38	100
31 - 40	29	-	-	29	100
41 - 50	23	-	-	23	100
over 50	11	-	-	11	100
all ages	136	18	13	118	87

Table 26B

Rochester

Age Group		Attending		Not attending	
	no.	no.	%	no.	%
11 - 15	16	15	94	1	6
16 - 20	30	11	37	19	63
21 - 30	33	1	3	32	97
31 - 40	23	-	-	23	100
41 - 50	8	1	13	7	87
over 50	9	-	-	9	100
NR	1	1	100	-	-
all ages	120	29	24	91	76

Table 26C

Syracuse

Age Group		Attending		Not attending	
	no.	no.	%	no.	%
11 - 15	8	8	100	-	-
16 - 20	28	20	71	8	29
21 - 30	28	-	-	28	100
31 - 40	9	-	-	9	100
41 - 50	7	1	14	6	86
over 50	10	-	-	10	100
NR	2	-	-	2	100
all ages	92	29	32	63	68

Table 27

EMPLOYMENT OF NON-USERS

27A - Buffalo

27B - Rochester

27C - Syracuse

Table 27A

Buffalo

Age Group		Employed		Not employed		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	3	-	-	-	-	3	100
16 - 20	32	12	$37\frac{1}{2}$	8	25	12	$37\frac{1}{2}$
21 - 30	38	29	76	3	8	6	16
31 - 40	29	28	97	1	3	-	-
41 - 50	23	21	92	2	7	-	-
over 50	11	6	55	4	36	1	9
all ages	136	96	71	18	13	22	16

Table 27B

Rochester

Age Group		Employed		Not employed		NR	
	no.	no.	%	no.	%	no.	%
11 - 15	16	-	-	1	6	15	94
16 - 20	30	24	80	-	-	6	20
21 - 30	33	30	91	3	9	-	-
31 - 40	23	19	82	2	9	-	-
41 - 50	8	6	75	2	25	-	-
over 50	9	7	78	2	22	-	-
NR	1	1	100	-	-	-	-
all ages	120	87	73	10	8	23	19

Table 27C

Syracuse

Age Group		Employed		Not employed			
	no.	no.	%	no.	%	no.	%
11 - 15	8	-	-	-	-	8	100
16 - 20	28	5	18	4	14	19	68
21 - 30	28	17	61	3	11	8	28
31 - 40	9	8	89	1	11	-	-
41 - 50	7	5	72	1	14	1	14
over 50	10	4	40	5	50	1	10
NR	2	1	50	1	50	-	-
all ages	92	40m	43	15	17	37	40